DOCUMENT RESUME

ED 152 447	RC 010 401
AUTHOR	Finley, Cathaleen
TITLE	Choices & Careers; Free to Choose: A Report. A Career Development Project for Tribal Girls.
INSTITUTION	Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY	Extension Service (DOA), Washington, D.C.
PUB DATE	Dec 77
NOTE	163p.; Related documents include RC 010 400-403; Illustrated by Vickie Wayman
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	*American Indians; *Career Awareness; *Career Education; Career Exploration; Community Involvement; *Curriculum Development; Demonstration Programs; *Females; Group Instruction; Parent Participation; Participant Satisfaction; Program Attitudes; *Program Development; Secondary Education; Tribes; Units of Study
IDENTIFIERS	*Career Development Project for Tribal Girls; Wisconsin

ABSTRACT

A curriculum was developed and a model was tested to help tribal girls realize that they will be workers; plan realistically for their years as members of the labor force; make decisions in their teens that will help them prepare adequately for the world of work; and believe that they have special talents and abilities that are unique to them. Components of the program were curriculum development; employment and training of group leaders; group sessions with girls in local communities; career conferences and field trips for the girls; involvement of parents and other adults working with youth; and sharing of project results. An advisory committee assisted with each component. Curriculum units focused on "being an Indian woman", "being a special person", and "about careers". Members of local communities were hired as group leaders to work with 473 girls ranging from 9 to 18 years of age. The program was conducted in 17 communities in Wisconsin by 27 group leaders. Program effectiveness was evaluated using pre- and posttests; a checklist to evaluate learning experiences; an open-ended questionnaire for girls; a questionnaire for group leaders; and interviews with advisory committee members, parents, and tribal council members. It was found that the program was well received by tribal communities; the girls changed attitudes, gained knowledge, and made plans for the future as a result of the program; and the girls liked the learning experiences provided in the curriculum. (NQ)

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A Report of

Choices & Careers; Free to Choose

A Career Development Project for Tribal Girls

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A Report on

Choices & Careers; Free to Choose
A Career Development Project for Tribal Girls

by Cathaleen Finley
illustrated by Vickie Wayman

December, 1977

The report has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

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Office of Assistant Chancellor and
Director of Cooperative Extension

December 21, 1977

Dear Reader,

We are grateful for the opportunity afforded us in the University of Wisconsin-Extension to conduct Choices & Careers, "A Career Development Project for Tribal Girls". Since this project dealt with women of a racial minority, it was especially important and it had the potential for results of high concern to the minority interests in America.

In an effort to help enhance the status of young tribal women we developed curriculum especially for tribal girls and tested a model for using it with them. We were pleased that 17 tribal communities in Wisconsin responded favorably to the program and that almost 500 girls participated in the program. We think that the program has merit for continuation in Wisconsin and other states.

Sincerely,

Gale L VandeBerg
Gale L. VandeBerg
Assistant Chancellor and Director
Cooperative Extension Programs

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COOPERATIVE EXTENSION PROGRAMS
UNIVERSITY OF WISCONSIN-EXTENSION
432 NORTH LAKE STREET MADISON, WISCONSIN 53706

DIVISION OF COMMUNITY PROGRAMS

December 29, 1977

Dear Reader:

It has been a privilege for me to work with the career development project for tribal girls. Without the ideas, work and support of tribal people in Wisconsin, the project would not have been possible.

To these people and the faculty at UW-Extension who contributed so much to the project, I have deep appreciation.

Hopefully, the project can be continued and that it will be of help to young tribal women.

Sincerely,
Cathaleen Finley
Cathaleen Finley
Indian Education Area Agent

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Choices & Careers; Free to Choose
A Career Development Project for Tribal Girls

Abstract

The status of tribal women in Wisconsin and throughout the nation reveals the double burden of being a member of a minority group and a female. To help young tribal women develop their potential and abilities, a curriculum was developed and a model was tested for doing programming with young tribal women.

The Need

- Nine out of ten girls will work for pay.
- Women tend to hold low-pay, low-status jobs.
- About 30 percent of Indian infants born in Wisconsin are born to teen-age mothers.
- Girls tend not to plan for the many years of their life.

The Purpose

The program's major purpose was to design curriculum and test a model so girls will:

- realize that they will be workers.
- plan realistically for their years as members of the world of work.
- make decisions in their teen years that will help them prepare adequately for the world of work.
- believe that they have special talents and abilities that are unique to them.

Implementing the Program

The program was funded by special project funding by Extension Service-USDA. An advisory committee of tribal women planned the program and reviewed the curriculum.

Members of local communities were employed as group leaders. The group leaders participated in two to four days of training at a central location. This was followed with on-site and area training sessions. Most group leaders met with girls once or twice a week in their communities. At two locations the program was part of the public school program. At one site it was part of a summer school program.

The UW-Extension program was conducted in 17 communities by 27 group leaders for 473 girls. Group leaders used the curriculum of the project to carry out the program. Additional activities included field trips and area career conferences. Group leaders worked with each girl for three to five months.

The Curriculum

Sixteen units of curriculum were developed for girls and six were developed for adults. The units focus on "Being an Indian Woman," "Being a Special Person," and "About Careers." The units for adults were based upon those for girls. The curriculum was written by UW-Extension faculty and tribal women. An emphasis on tribal cultures is featured throughout the units.

Results of the Program

1. Girls liked the learning experiences provided in the curriculum.
2. Girls changed attitudes, gained knowledge, and made plans for the future as a result of the program.
3. Eighty-five percent of the girls 15 to 18 years old who participated in the program from 1975 to 1977 are still enrolled in school.

Conclusions

1. Curriculum was designed to help girls develop beliefs that they have special talents and abilities and that they will be members of the world of work.
2. Curriculum was designed to help girls make decisions and plans that will enhance their opportunity to have the career of their choice.
3. A model was developed which demonstrated that the curriculum can be used in tribal communities.
4. The program is well received by tribal communities.

Introduction

In 1969 the Great Lakes Inter-Tribal Council, an organization comprised of 10 of the tribes in Wisconsin, named a Women's Program Committee. One of the first needs identified by the committee was programming for young girls to enhance their educational level and reduce teen-age pregnancies. UW-Extension cooperated with tribal women in conducting programs relating to family planning, maternal and child health, and continuing education for women heads of households before attacking this priority.

In 1973 UW-Extension received funds for taping reminiscences of tribal elders on the tratidional roles of tribal women. That particular project concluded with areawide conferences for over 300 tribal women in Wisconsin. At those conferences, planning groups were identified. The planning groups then organized Wisconsin Tribal Women, Inc. and identified a career development program for tribal girls as a number one priority.

Situation

The status of tribal women in Wisconsin and throughout the nation reveals the double burden of being a member of a minority group and being a female. The result of this burden is that tribal women have little opportunity to develop and utilize their abilities, and that they tend to have a high incidence of child bearing and to be employed in low-paying jobs.

A number of social indicators point to the fact that young tribal women can expect to work for pay in their lifetime. Following is data from the U.S. Department of Labor which indicate the employment patterns of women.

1. Nine out of 10 women will work at some point in their lives, many for more than 30 years.
2. Many women are finding jobs, but women still are clustered in relatively low-pay, low-status jobs, and are earning 57 percent of what men earn in virtually the same jobs.
3. One out of 10 women workers head a family. Half of all minority women heads of family work. More than half of all minority families headed by a woman live in poverty

Data from the Wisconsin Department of Health and Social Services indicate a similar pattern for Wisconsin Indian Women. In Wisconsin, 55 percent of Indian women who head families are in poverty. Thirty-two percent of Wisconsin Indian women with children under the age of six work for pay.

Witt, an Iroquois woman, points out that when men took over women's roles, childbearing became the only vehicle for gaining prestige and ego satisfaction, and thus the birthrate increased. There is ample evidence that young tribal women tend to be child bearers and rearers as teen-agers rather than spending time preparing for the future. Data from the Wisconsin Department of Health and Social Services indicate the following:

1. In 1970, the Indian live birthrate in Wisconsin was nearly double the white rate.

2. The rate of excess live births for Wisconsin Indian women was 47.5 percent, compared to 24.4 percent for the white Wisconsin population in 1970.

3. The rate of out-of-wedlock births of Wisconsin Indians from 1968 to 1972 was 25.9 percent, compared to 8.4 percent for the total state population.

4. Fertility rates for Wisconsin Indian women 15 to 19 years old in 1970 was 122 percent per 1,000 compared to all Wisconsin women which was 42.7 percent per 1,000. For tribal women 20 to 24 years old in 1970 the rate was 279 per 1,000 compared to 153.9 for the total state population.

5. From 1973 to 1975, 30 percent of Indian babies born in Wisconsin were born to teen-age mothers.

One factor that may affect the status of young tribal women is the type of counseling they receive in high school. In a survey of the literature, numerous references were made to the inadequacies of guidance counselors as they assist young girls. Tribal girls may be doubly discriminated against in counseling so they end up unprepared for participating in an educational program of their choice.

For example, staff workers of the Great Lakes Inter-Tribal Council's Nurses Recruitment Program have commented that many women students who wish to pursue a career in nursing are academically unprepared and must take a prenursing course before entering a nursing program.

In some tribal communities there tends to be a lack of role models for young women to follow. Tribal girls typically see Indian women in low-paying jobs rather than in the wide variety of occupations open to women. Partially this is due to the isolated areas of northern Wisconsin in which many reservations are located.

A review of the literature indicates several factors in the socialization of young that affect their self-concept and their ability to utilize their talents and abilities. Among those factors are the following:

1. Girls learn to be dependent and passive rather than aggressive as boys do.
2. Teen-age girls learn to put importance upon successful heterosexual relationships while boys learn to value individual academic and occupational success.
3. Girls tend to be afraid of succeeding, while boys tend to be afraid of failing.
4. Girls tend to have more difficulties than boys in establishing a sense of identity.
5. Through technological, political, and economic changes, the traditional roles of tribal women have been usurped.
6. As technology shortens the time needed for household tasks, the creative aspects and the essential aspects of home-produced consumer goods and services are lessened.

Employment and marriage should be seen as equally important life tasks for girls, so that they will learn to prepare themselves realistically for both.

Funding

Thus, University of Wisconsin-Extension developed a proposal for a career development project which was funded by Extension Service-USDA Special Project Funds from April 1975 to December 1977.

The Program

Major Purposes:

1. To develop a program which will enhance the status of tribal women.
2. To develop curriculum designed for young tribal women.
3. To develop and test a model for working with tribal communities.

Objectives:

Tribal girls to

realize that they will be a part of the labor force.

plan realistically for their years as members of the world of work.

make decisions in their teen years that will help them prepare adequately for the world of work.

believe that they have special talents and abilities that are unique to them.

Components of the Project:

Curriculum development

Employing and training of group leaders

Group sessions with girls in local communities

Career conferences for girls

Field trips for girls

Involvement of parents and other adults who work with youth

Sharing of project results

An advisory committee comprised of tribal women and UW-Extension faculty assisted with each of the above phases of the program. The project was divided into four cycles, and except for development of curriculum and sharing of project results, each of the above components was done in each cycle.

Program Participants

Advisory Committee

Fourteen committee members attended one half or more of the meetings.

Sixteen noncommittee members attended two or more committee meetings.

Curriculum Development

Writers of curriculum	
Tribal women	8
UW-Extension faculty	5
Reviewers of curriculum	
UW-Extension faculty	11
Artists	
Tribal women	2
Other	3
Editors	
UW-Extension	2

Tribal Girls Who Participated in Program

Age		Number
9-11		150
12-14		266
15-18		57
	Total	473

Group Leaders

Employed but did not complete program	33
Did 3/4 or more of program	5
Completed program	22
Total	60

Career Conference

Seven conferences for 407 girls

Field Trips

Approximately 240 girls took one or more field trips.

Resource People

Career conference	115
Speakers at local group sessions	56

Curriculum

Section	Unit	Author	Ages
Being an Indian Woman	Traditional Roles	Carol Dodge, Menominee, Curriculum Coordinator for Menominee Indian Schools	12-14 & 15-18
Being an Indian Woman	Famous Indian Women	Janet Pascale, Chippewa, GLITC Health Careers Recruiter	9-11, 12-14, & 15-18
Being an Indian Woman	Growing Up to Be a Woman	Clara DeCoteau, Chippewa	9-11, 12-14, & 15-18
Being a Special Person	Growing Up	Cathaleen Finley, UW-Extension	9-11, 12-14, & 15-18
Being a Special Person	The Outside You	Cathaleen Finley, UW-Extension	9-11, 12-14, & 15-18
Being a Special Person	Marriage-Expectations or Reality	Cathaleen Finley, UW-Extension	12-14 & 15-18
Being a Special Person	Just For You	Cathaleen Finley, UW-Extension	12-14 & 15-18

Being a Special Person	Your Money	Cathaleen Finley, UW-Extension	9-11, 12-14,& 15-18
Being a Special Person	Food and You	Cathaleen Finley, UW-Extension	12-14 & 15-18
Being a Special Person	Alcoholism	Debbie Kruger, Potawatomi, Wabeno Home and School Coordinator	15-18
Being a Special Person	Coping With Parents	Debbie Kruger, Potawatomi, Wabeno Home and School Coordinator	15-18
Being a Special Person	Life Span Planning	Marian Thompson, UW-Extension	9-11, 12-14, & 15-18
About Careers	Decision Making	Cathaleen Finley, UW-Extension	12-14 & 15-18
About Careers	Educational Opportunities	Dale Wolf, Chippewa, faculty, Northland College	12-14 & 15-18
About Careers	Exploring Careers	Bill Gleason and Dixie Hexler, UW-Extension	9-11, 12-14, & 15-18
About Careers	Career Opportunities	Cathaleen Finley, UW-Extension	9-11, 12-14, & 15-18
For Adults	Women Today and Tomorrow	Cathaleen Finley, UW-Extension	Adults
For Adults	Parenting Daughters	Delores Wolf, Chippewa, teacher, Ashland High School, and Cathaleen Finley, UW-Extension	Adults
For Adults	About Careers	Marian Thompson, UW-Extension	Adults
For Adults	Being an Indian Woman	Lois Strong, Oneida	Adults
For Adults	Being a Special Person	Cathaleen Finley and Marian Thompson, UW-Extension	Adults
For Adults	Ideas for Planning	Lois Strong, Oneida	Adults

Timetable

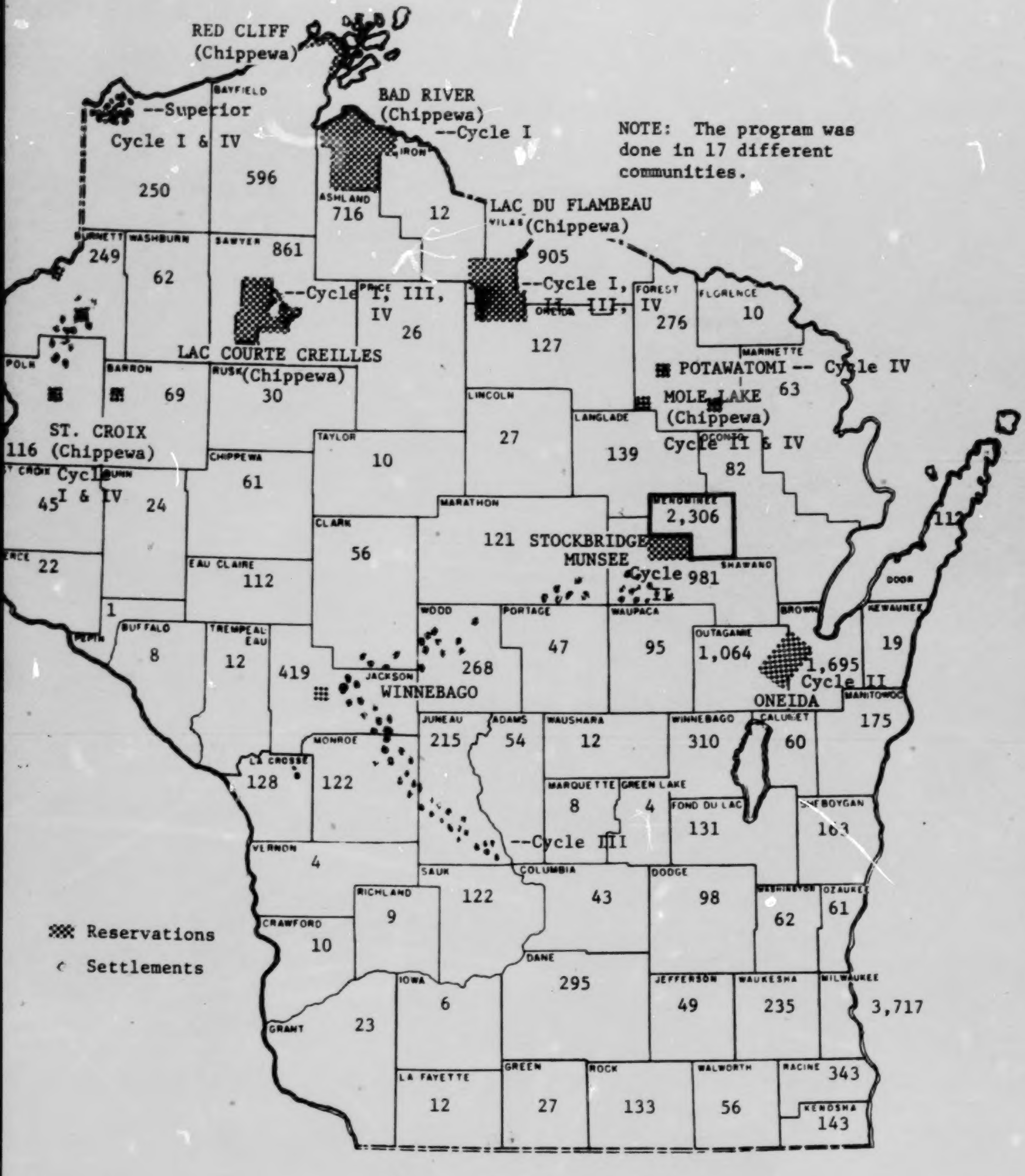
	Curriculum	Conduct Program in Local Community	Cycle Number
May to August 1975	Developed curriculum		
September 1975 to March 1976	Developed curriculum	Conducted program at 6 local sites	I
March 1976 to May 1976	Evaluated and revised curriculum		
June 1976 to August 1976		Conducted program at 4 local sites	II
September 1976 to December 1976	Evaluated and Revised Curriculum		III
January 1977 to April 1977	Evaluated and revised curriculum	Conducted program at 12 local sites	IV

From May 1977 to December 1977 the total program was evaluated and the information was shared with others. This was done via a Wisconsin Invitational Workshop for other states, a display at Wisconsin's International Women's Year Conference, at a workshop for Wisconsin Extension Home Economists and National Indian Education Association Conference, and by writing and distributing a report and promotion pieces on the project.

The Project Location

Located in Wisconsin are 20,000 Indian people who live on reservation areas scattered throughout central and northern Wisconsin and in urban areas. The project was conducted in 17 communities by UW-Extension. Also, the Extension Services in Michigan, Minnesota, and Montana agreed to participate in the program, and pilot projects were done in these three states.

PROJECT LOCATION


RED CLIFF (Chippewa)
--Superior
Cycle I & IV
BAD RIVER (Chippewa)
--Cycle I
NOTE: The program was done in 17 different communities.
LAC DU FLAMBEAU (Chippewa)
--Cycle I, II, III, IV
--Cycle I, III, IV
LAC COURTE OREILLES (Chippewa)
POTAWATOMI -- Cycle IV
MOLE LAKE (Chippewa)
Cycle II & IV
ST. CROIX (Chippewa)
Cycle I & IV
STOCKBRIDGE MUNSEE
Cycle II
WINNEBAGO
--Cycle III
ONEIDA
Cycle II
Reservations
Settlements
BAYFIELD 596
DOUGLAS 250
ASHLAND 716
IRON 12
VILAS 905
BURNETT 249
WASHBURN 62
SAWYER 861
PRICE 26
ONEIDA 127
FOREST 276
FLORENCE 10
MARINETTE 63
POLK 116
BARRON 69
RUSK 30
LINCOLN 27
LANGLADE 139
OCONTO 82
TAYLOR 10
ST CROIX 45
DUNN 24
CHIPPEWA 61
MARATHON 121
MENOMINEE 2,306
SHAWANO 981
DOOR 112
PIERCE 22
EAU CLAIRE 112
CLARK 56
PEPIN 1
BUFFALO 8
TREMPEALEAU 12
JACKSON 419
WOOD 268
PORTAGE 47
WAUPACA 95
OUTAGAMIE 1,064
BROWN 1,695
KEWAUNEE 19
MANITOWOC 175
JUNEAU 215
ADAMS 54
WAUSHARA 12
WINNEBAGO 310
CALUMET 60
LA CROSSE 128
MONROE 122
MARQUETTE 8
GREEN LAKE 4
FOND DU LAC 131
SHEBOYGAN 163
VERNON 4
SAUK 122
COLUMBIA 43
DODGE 98
WASHINGTON 62
OZAUKEE 61
RICHLAND 9
CRAWFORD 10
DANE 295
IOWA 6
JEFFERSON 49
WAUKESHA 235
MILWAUKEE 3,717
GRANT 23
LA FAYETTE 12
GREEN 27
ROCK 133
WALWORTH 56
RACINE 343
KENOSHA 143

Advisory Committee

An integral part of the project was the advisory committee. To enhance tribal support, Wisconsin Tribal Women, Inc. was asked to name 11 tribal women to serve on the committee. In addition, a specialist in 4-H and youth development, one in child development, and another in women's education, all of whom were UW-Extension faculty, agreed to serve on the committee. Committee members avidly supported the program, and many of these women were among those who did the initial planning for the proposal. In addition, the Extension Service in Michigan and Minnesota named representatives to the committee.

One of the first tasks of the committee was to identify the units of curriculum that were to be developed. The committee identified the general content of each unit, suggested individuals who might write some of the units. Prior to advisory committee meetings, the women read rough drafts of the units and made recommendations for change. While this was a lengthy process, the impact of the tribal women was invaluable in producing materials that were relevant to the needs of Indian girls. The expertise of the tribal women and subject matter specialists made a good mix, which helped to insure the development of appropriate materials.

The advisory committee designated the sections of the state for the various cycles of the project. Committee members were also helpful in naming local contact people. They assisted with developing procedures for recruiting, interviewing, and selecting group leaders.

The group also made recommendations for training the group leaders. The group reviewed several evaluation forms and made recommendations for the methodology for evaluating the project.

At the completion of each cycle, the advisory committee met to review the accomplishments and problems and made recommendations for changes in procedures. They also reviewed evaluation data on the curriculum and made recommendations for change.

Implications

1. If the tribal groups designate the advisory committee members the committee should be more effective than if selection is made by an Extension staff member.
2. If members of advisory committees have the opportunity to read, study, and work, they are more likely to attend and participate in advisory committee meetings.
3. If advisory committee members are to function effectively, they need to understand the scope and limitations of the various aspects of a project.
4. A mix of tribal people and subject matter specialists on an advisory committee can help assure a relevant project.
5. Advisory committee members who thoroughly understand a project can legitimize the project in local communities. They are able to generate the support and participation of program participants and resource people. Also, they are in a position to enhance the possibility of program maintenance after the special project is completed.

Development of Curriculum

Planning

When units were identified for curriculum, it was discussed that materials should be provided so that girls could realize that (1) many options are open to them, (2) some day they will probably work for pay, (3) preparation for many careers starts in high school, (4) each girl is special, with talents and chatacteristics that are hers alone, (5) there are disadvantages in being a teen-age mother, and (6) there are some skills that enhance one's choices and some barriers that reduce one's choices. It was felt that enhancing a girl's awareness of options and developing attitudes and skills that would reduce barriers to options was the approach to take when developing curriculum.

Units for Girls

Units for girls were divided into three categories. The first section, "Being an Indian Woman," focused upon famous Indian women, the traditional roles of tribal women, and the early life of one elderly Chippewa woman. Relevant aspects of tribal culture were woven into each unit as appropriate.

The second set of units dealt directly with careers. The section focused upon types of educational opportunities, decision making as it affects high school course selection in preparation for a career, a realistic look at employment patterns of women, and career explorations.

The third section covered forces that may either hinder or foster a girl's use of her potential. Such units focused upon marriage, human sexuality, the physical self versus the mental self, nutrition, financial management, alcoholism, and coping with parents.

Units for Adults

Initially, five units were developed as a package for parents and another four units were written for people in communities who work with young girls. These units focused upon concepts which it was felt would help parents and other adults advise girls on realistic plans for the future.

Writing

The project director asked 11 tribal women and six UW-Extension faculty to write units for the curriculum. A visit was made to each writer to discuss the content of the unit. At least two additional conferences were held with those who wrote units. With some writers, numerous conferences were held. Also, the project director supplied many of the writers with reference materials.

When people first started writing materials they were very concerned with overlapping of ideas. Actually, this proved to be a strength of the materials. When more than one writer covered an idea, the program participants had the opportunity to understand the idea fully and to sense its importance. Also, a variety of writers provided a variety of ideas, which enhanced the curriculum.

For some, the writing of curriculum was a new experience. For many, it was difficult to meet deadlines, partly because these writers lacked experience in developing such materials. However, the pride of the tribal women as they completed a unit and saw it in print was an exciting aspect of the program. It is likely that a number of the writers experienced growth and increased self-confidence as a result of writing a unit. One writer later reported to the project director, "You don't know how hard that was for me to do, but now I think I could write another with greater ease." Certainly the Indian women developed curriculum materials that were definitely Indian materials, something that a non-Indian would have great difficulty doing. The fact that Indian people wrote the materials added creditability to the curriculum.

Design and Production

After curriculum was written, five artists were employed to illustrate the units. One artist, a young Chippewa woman, did exceptional work. Her sketches left no doubt that her subjects were Indian. The sketches were combined with typing and typeset headlines for the materials. The materials were printed offset by means of fast copy printing. As the units were developed, they followed a pattern of using a fact sheet, which is a general description of the unit and a listing of the materials accompanying the unit. Secondly, a leader's guide was developed for each unit. The guide includes background information, objectives, and learning experiences. There is a booklet for each age group of girls.

Each piece of literature carries the title "Choices and Careers, Free to Choose," the name of the writer, and a statement about the writer's credentials. Each unit is packaged in a folder with the Fact Sheet, Leader's Guide, Booklet for Participants, and any games, discussion cards, or other activities. Booklets for girls 9 to 11 years old are identified as Book I, booklets for girls 12 to 14 are identified as Book II, booklets for girls 15 to 18 are identified as Book III, and booklets for adults are identified as such. In total eight tribal women and five Extension faculty have written 16 units for girls and six units for adults.

Involvement of UW-Extension

In addition to UW-Extension faculty who wrote units, faculty members provided reference materials and reviewed drafts of units. Also, faculty edited each piece of literature for the project.

Evaluation and Redesign

Based upon evaluations from girls, parents, group leaders, and advisory committee members from the first and second cycle of the project, all units were revised. Some units were deleted from the project, some units had minor revisions, and some had major revisions.

Units for parents and others who work with youth were considerably revised so that now they can be used with a group or on a one-to-one basis, either with parents or with others who work with girls. Also, the units include activities which adults can use individually with girls. In addition, promotion-type pieces that describe the program for parents and a unit that presents a general overview of the need for and goals of the program were developed.

Implications

1. Within local communities there are people with talents. Such talents enrich materials which Extension may develop.

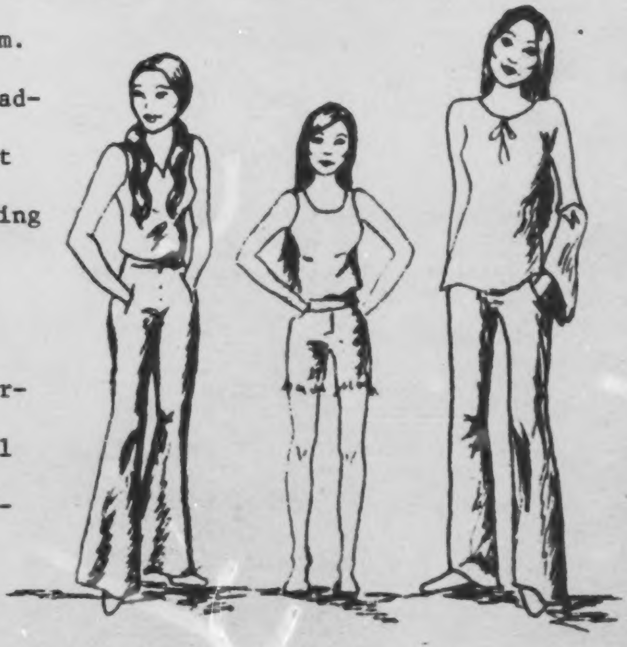
2. It is possible to develop attractive materials at low cost with limited professional staff.

3. The use of illustrations of people who look like Indian people add credibility to materials designed for an Indian population.

4. Indian writers add credibility to materials designed for an Indian population.

Community Involvement

One of the first means of involving tribal communities in the program was to include tribal women as members of the advisory committee and as writers of curriculum. Based upon recommendations of the advisory committee, letters were sent to people in each community informing them of the program and times for the program. These people were generally education committee chairpersons, tribal chairmen, or tribal managers. All communities responded positively to the invitation.



The project director then visited with groups in each of the communities to explain the program. While the composition of the groups varied from location to location, the groups generally included a tribal chairman, council members, education committee members, tribal managers, and people who work with youth and parents. Special efforts were made to relate the career development program to existing programs within the community.

It was explained that UW-Extension would employ group leaders, train and supervise them, then provide materials and travel funds for career conferences and field trips. In turn, the tribes were to provide space for the program, recruit applicants for the position of group leaders, help select group leaders, and recruit program participants.

All communities provided space for the program. All communities recruited applicants and helped to select group leaders. At some of the sites tribal vans were provided for transportation. At two sites the tribes provided NYC workers to assist the group leaders with the 9 to 11 and 12 to 14 year old groups. Another example of the support provided by tribes was one tribe, who felt that group leaders should be paid on a bi-weekly rather than a monthly basis. They then paid the group leaders on such a basis and billed the project.

At two sites group leaders were hired who were also part-time home and school coordinators; thus they had existing relationships with the community structure.

During training sessions for group leaders and during career conferences, various members of the community sat in on part of the program.

When field visits were made with group leaders, efforts were made to visit with tribal chairmen, council members, education committee members, and other people who work with youth in regard to the progress of the program.

A number of people from the communities served as resource people for various sessions with girls. For example, in some communities maternal and child health workers showed a film they considered to be exceptionally good, and community health representatives have helped to teach the unit on human sexuality. Alcoholism counselors helped to teach the unit on alcoholism. Also, a number of community people were guest speakers at the career conferences.

This type of involvement of various community people created support for the program and enabled communities to view the program as their program.

Implications

1. If an Extension program is to function effectively within a tribal community, then the program needs to have a relationship with existing committees or programs that have similar goals.

2. If tribal communities have input into selection of Extension staff, they are more likely to be supportive of staff.

3. If existing tribal staff serve as resource people to an Extension program, it enhances the program.

4. There is not one set pattern to use for involvement of communities. Rather each approach is dependent upon the particular community and the specific situation at that time.

Employment and Training of Group Leaders

Recruitment

After the meetings involving tribal groups, job announcements were sent to the tribally designated contact person who was responsible for posting job announcements. A sample job announcement is included as Appendix A. Each applicant was interviewed by the project director. The project director then met with appropriate people or groups, such as education committee members, tribal council members, or tribal managers to review the applications. Tribal people sought information on necessary qualifications for the job and then matched the applicants to the qualifications. In all instances, the project director and community people mutually agreed upon the person to employ.

Training Workshops

For each cycle, training was offered to group leaders for two to four days at a central location. During each cycle a slightly different training approach was taken.

During the first cycle, the training focused upon program operation, teaching methods, and working with groups. Employment patterns of women and socialization of women were two subjects that were covered in depth. Some units were also discussed. Group leaders were allowed time to practice teach. Faculty from UW-Extension and tribal women, particularly those who developed units, conducted the training.

For the second cycle, three days of training at a central location were provided for group leaders. The training focused upon the operation of the program, subject matter, and teaching of the units. In order to initiate a working relationship between group leaders and County Extension home economists, they served as trainers as did a program leader in home economics, a specialist in women's education, a program leader in 4-H and youth development, and tribal women who had written some of the units. Based upon observation of the first cycle of the program, the training included the difference between inductive and deductive learning, the acceptance of all girls into the program and the idea that the program can make a difference.

For the last two cycles only three trainers-- the project director of the UW-Extension project, a tribal woman, and the Women's Education Specialist from UW-Extension-- were used, and special emphasis was placed on practice teaching. The trainers presented an overview of why the program is needed, how it was designed, and their job responsibilities. Some units were presented to the members of the group, and then they had an opportunity to practice teach with others in the group.

Also, at the final training session, time was spent on the cost/benefits aspect of the program and the job of a group leader. At the training, not many group leaders were impressed with the activity.

Later in the program, however, many group leaders commented that this had been a helpful activity that they remembered when they were having difficulties.

Evaluation of Training

Group leaders were asked to rate each of the topics as being very helpful, helpful, somewhat helpful, or not helpful. Table I shows the result of their ranking. Very helpful was given a score of one and not helpful was given a score of four.

Group leaders consistently selected practice teaching as one of the most helpful learning experiences. Practice teaching meant that a group leader had an opportunity to present information to the group based upon the curriculum. Not only did this give group leaders experience in speaking in front of a group and teaching a group, but it gave them a chance to become more familiar with the curriculum.

Also, group leaders found the subject, program operation, to be particularly helpful. The topic dealt with how the program was to be done in the community and job responsibilities.

TABLE I

RATING OF LEARNING EXPERIENCES BY GROUP LEADERS

	Score		
ACTIVITY	Cycle II	Cycle III	Cycle IV
Program Operation	1.1	1.6	1.2
The Need for the Program			1.2
Working With Parents	1.4	2.1	1.4
Setting Goals and Making a Commitment	2.0		
Getting People Involved	1.3		
Teaching Methods	1.3	1.6	1.4
Sex Role Stereotyping	1.3	2.1	
Famous Indian Women, A Unit	1.5	2.1	1.6
Growing up to be a Woman, A Unit			1.4
Traditional Roles, A Unit	1.5		
Exploring Careers, A Unit	1.6	2.0	1.7
Educational Opportunities, A Unit	1.2		
Decision Making, A Unit		1.6	1.6
Growing Up, A Unit	1.5		1.2
The Outside You, A Unit	1.5		
Marriage, Expectations or Reality, A Unit		1.9	1.2
Just For You, A Unit			1.4
Food and You, A Unit			1.4
Life Span Planning, A Unit			1.8
Practice Teaching	1.1	1.4	1.2

At the end of each training session group leaders were asked to write comments on the training. Following are some of the comments.

"The presentation on stereotyping was excellent. It started me thinking right away--and this opened up lines of thinking in other areas."

"This training session was very helpful to me. I now know more and what my job is to do. I did not realize when I accepted the job that there was so much teaching to do. But now I'm able to do this. I think the program really helped everyone."

"The most useful thing about the training was the teaching practice, for the simple reason that many of us never had had an opportunity to experience this and it will definitely help in the future. It also gave each of us different ways of going about teaching."

"I really enjoyed the practice teaching session, especially the other girls' [women's] presentations. There could have been more time allowed for preparation. I am really excited about the program and anxious to get started. I see this as a start in helping a young girl develop a good attitude about herself as an Indian woman."

"The actual 'doing' of some of the planning and teaching. Learning this way always helps me."

"Making us figure out things on our own after you informed or lectured for awhile. I enjoyed and thought working with parents was good."

"Enjoyed this session. Thought I'd be able to teach before this, but now after experiencing some of the teaching and making the plan, I know I really have to prepare myself and have alternatives ready if one thing doesn't work."

"Having the opportunity to become familiar with all the materials I will be using in my work. Also getting ideas of creativity, the knowledge of how, when, and why to teach these things to our young women. Also, being able to ask questions and get so many different answers in return has helped me to be so much more aware. I couldn't have made it through without all of this superb training and had a truly good summer program.

Support and Supervision

Follow-up visits were made by the project director to group leaders in their local communities. These visits focused upon teaching methods, group work, and subject content as well as any problems that group leaders wanted to discuss.

Area staff meetings were held for the group leaders usually every four to six weeks. These meetings provided an opportunity for group leaders to share successes as well as concerns and to deal mutually with problems. Also, part of the staff meetings were used for planning the career conference and for evaluating the program.

For the fourth cycle, in an effort to work with group leaders on a more regular basis, biweekly areawide staff meetings were designed. From four to nine group leaders were involved in each area meeting. The meetings focused upon subject matter content of units, teaching methods, working with youth, planning career conferences, and sharing of program successes and problems. This aspect of the project proved most helpful to group leaders. The support of one's peers is probably the reason these sessions were so effective.

In addition to training sessions, staff meetings, and field visits, innumerable phone visits were held between the project director and group leaders.

It would appear that there is a need for professional staff to work with the program. Certainly a number of hours were spent responding to requests from group leaders in addition to planned training. and consultation. From observation it appears that group leaders need support as they carry out the program in the community. In addition to support they need assistance in teaching methods and subject matter content.

Also, based upon experiences in the program it is important that group leaders understand the philosophy of the program and the operation of the program if they are to be able to work to meet the program objectives.

Implications

1. It is important to provide training not only in subject matter but also in the philosophy of the program, program operation, and job responsibilities.
2. Staff appreciate the opportunity to practice teach.
3. Frequent opportunities for staff meetings which provide for peer support enhance a group leader's ability to perform the job.
4. Group leaders need frequent consultation and support from professional staff.
5. It takes time to provide training, supervision, and support for group leaders.

Retention of Group Leaders

Despite the effort spent on selecting group leaders, retention of group leaders was one of the most difficult aspects of the program and presented the greatest barrier to achieving the goals of the program.

TABLE II

RATE OF JOB COMPLETION BY GROUP LEADERS

	Number	Percent
Did no programming	4	6.7
Did 1/4 or less of program	22	36.7
Did 1/4 to 3/4 of program	7	11.6
Did 3/4 or more of program	5	8.3
Completed program	22	36.7
TOTAL	60	100.00

When no programming is indicated in Tables II to VIII, it means that the group leader may have attended training but did no programming in the community. The category "Did 1/4 or less of programming" indicates that she recruited some girls and had four or fewer sessions with them. "Did 1/4 to 3/4 of program" means that she recruited girls, had more than four sessions with them, then terminated her employment more than a month before the completion of the project. "Did 3/4 or more of program" means that she terminated her employment a month or less before the end of the program. These group leaders did all aspects of the program, except they had fewer sessions with girls. For most purposes of this report group leaders who completed 3/4 or more of the program were considered to have completed the program.

The data in Table II illustrates that almost 45 percent of the group leaders resigned before completing one-fourth of the program. Yet 45 percent completed three-fourths or more of the program. Thus when conducting a program one can expect a rather high turnover of staff.

TABLE III

AGE OF GROUP LEADERS

	Did No Programming		Did 1/4 or less of Program		Did 1/4 to 3/4 of Program		Did 3/4 or more of Program		Completed Program		TOTAL	
AGE	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
19 or under	1	8.0	5	38.5	2	15.9	4	30.8	1	8.0	13	21.7
20 to 29	2	6.7	11	36.7	2	6.7	1	3.3	14	46.6	30	50.0
30 to 39	1	8.3	4	33.3	2	16.7			5	41.7	12	20.0
40 to 49			2	40.0	1	20.0			2	40.0	5	8.3
TOTAL	4	6.7	22	36.7	7	11.6	5	8.3	22	36.7	60	100.0

From the data in Table III, it could be concluded that except for teen-agers, there is no significant difference by age of women as to whether or not they will stay with the job until the program is completed.

Women who were most likely to stay with the program until its completion were those group leaders who had college or vocational training or were college graduates, as shown on the data in Table IV.

TABLE IV

EDUCATIONAL LEVEL OF GROUP LEADERS

	Did No Programming		Did 1/4 or less of Program		Did 1/4 to 3/4 of Program		Did 3/4 or more of Program		Completed Program		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High school student							2	100.0			2	3.0
Less than 12th grade	1	6.2	7	43.8	2	12.5	1	6.3	5	31.2	16	27.7
GED	1	25.0	2	50.0					1	25.0	4	6.0
High school graduate			10	55.6	2	11.1	1	5.5	5	27.8	18	30.0
College or vocational training	2	13.3	2	13.3	2	13.3	1	6.7	8	53.4	15	25.0
College graduate			1	20.0	1	20.0			3	60.0	5	8.3
TOTAL	4	6.7	22	36.7	7	11.6	5	8.3	22	36.7	60	100.00

However, women with less than a high school education are able to perform the job as shown by four out of 10 women with less than a high school education who completed 3/4 or more of the program. High school students were the least likely to complete the job.

According to the data in Table V, 88 percent of the group leaders were of Indian descent. However, non-Indian women married to Indian men had the greatest rate of completion--60 percent. But the two non-Indians who were not married to an Indian did not complete the job.

TABLE V

RACE OF GROUP LEADERS

	Did No Programming		Did 1/4 or less of Program		Did 1/4 to 3/4 of Program		Did 3/4 or more of Program		Completed Program		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Indian-same tribe	3	6.0	16	32.0	7	14.0	5	10.0	19	38.0	50	83.4
Indian- different tribe	1	33.0	2	67.0							3	5.0
Non-Indian married to Indian			2	40.0					3	60.0	5	8.3
Non-Indian			2	100.00							2	3.3
TOTAL	4	6.7	22	36.7	7	11.6	5	8.3	22	36.7	60	100.0

From the data it appears that (1) there is likely to be a variance in the completion rate of Indian women who are members of the tribe being served, (2) non-Indian women married to members of the tribe being served are likely to complete the job, and (3) Indian women with a tribal affiliation other than the tribe being served and non-Indian women who are not married to members of the tribe are not likely to complete the job.

Eighty percent of the group leaders attended a training session which lasted for two to four days, according to the data in Table VI. However, 35 percent of those who did not attend the training program completed their job compared to 42 percent of those who did attend the workshops. Forty-two percent of those who did less than 1/4 of the job participated in the training compared to 50 percent who did not. Thus while the phase of training is helpful, it is possible for group leaders to complete the program without participation in a training session lasting several days.

TABLE VI

PARTICIPATION IN TRAINING WORKSHOPS

	Did No Programming		Did 1/4 or less of Program		Did 1/4 to 3/4 of Program		Did 3/4 or more of Program		Completed Program		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attended	3	6.3	17	35.4	6	12.5	4	10.4	17	35.4	48	80.0
Did not attend	1	8.3	5	41.7	1	8.3	0	0	5	41.7	12	20.0
TOTAL	4	6.7	22	36.7	7	11.6	5	8.3	22	36.7	60	100.0

Biweekly staff meetings on an area basis made the biggest difference in retention of group leaders, according to the data in Table VII. Fifty-five percent of the group leaders who did not have access to such training were able to do less than 1/4 of the program compared to only 16 percent of those who participated in such training. Twice as many of the group leaders who participated in the biweekly sessions were able to complete 3/4 or more of the program as those who did not participate. Providing at least biweekly training sessions for several group leaders at one setting seems to increase the chances that group leaders will complete the program.

TABLE VII

PARTICIPATION IN TRAINING WORKSHOPS

	Did No Programming		Did 1/4 or less of Program		Did 1/4 to 3/4 of Program		Did 3/4 or more of Program		Completed Program		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Available attended			3	15.9	3	15.8	4	20.5	9	47.4	19	100.0
Available did not attend			1	100.0							1	100.0
Not available	4	10.0	18	45.0	4	10.0	1	2.5	13	32.5	40	100.0
TOTAL	4	6.7	22	36.7	7	11.6	5	8.3	22	36.7	60	100.0

Of the 63 percent of group leaders who resigned before completion of the program, the reason was not known for 45 percent, as shown by the data in Table VIII. Thirteen percent left for new jobs, 16 percent left because of personal or family health problems, less than 10 percent left for each of the following reasons: moved from community, lacked transportation, had child care problem or a difficult family situation. No group leader was asked to resign.

TABLE VIII

REASONS FOR RESIGNATION

	Did No Program		Did 1/4 or less of Program		Did 1/4 to 3/4 of Program		Did 3/4 or more of Program		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Reason not known	3	17.6	11	64.7	1	5.9	2	11.8	17	44.7
Moved from community	1	33.0	1	33.0	1	34.0			3	7.9
New job			1	20.0	1	20.0	3	60.0	5	13.2
Lack of Transportation			2	67.0	1	33.0			3	7.9
Child care			1	100.0					1	2.6
Own health			2	50.0	2	50.0			4	10.5
Family illness			2	100.0					2	5.3
Family situation			2	67.0	1	33.0			3	7.9
TOTAL	4	10.5	22	57.9	7	18.4	5	13.2	38	100.0

It could be concluded that one reason for loss of group leaders is that they are faced with situations which the program is designed to help alleviate. Some group leaders had such personal hardships that they had to leave the program or had difficulties in carrying out the job. For example, one young woman with a broken-down car, substandard housing, and a part-time job returned to a job in the city which she had held for five years. Another's young son was diagnosed as having cerebral palsy. The many miles and trips to medical care made it difficult for her to work as a group leader. Another group leader was hospitalized and confined to bed after making an excellent start with the program.

Typically, people who applied for the position of group leader were young women who were just moving into the world of work and the group leader position was a reasonable starting point, since it was a part-time, short-term position. Many young women in this position may not have clarified the type of work that they would like to do, and after starting the job they discovered that it was not the type of work they liked. Also, young women just entering the world of work on a part-time basis may not have the necessary personal resources. For example, in many communities, it was necessary for a group leader to have a valid driver's license and an automobile that was operational. This resource proved to be a frustration for some group leaders.

Implications

1. If people in a community help recruit and select staff, it adds creditability to the project.
2. If community groups or people are to assist with selection of employees they need to understand the qualifications for the position.
3. Group leaders do not need a high school education to perform the job.
4. Personal resources affect a person's ability to perform the job.
5. Job applicants may not have clarified the type of work they wish to do.
6. Staff meetings which provide peer support increase the retention rate of staff.

Implementing the Program in the Community

Starting the Program

Once group leaders completed their initial training, they returned to their home communities to start the program for girls. Before actually working with girls, they finalized plans for meeting space and transportation. Then they contacted parents and other community people who work with young girls to explain the program and to invite girls to participate. It was often from others who work with girls that group leaders obtained names of girls who were potential program participants. Some group leaders held a session for parents to explain the program and share some of the project curriculum. Some of these sessions for parents had

excellent participation and were well received.

Group leaders then contacted girls and invited them to participate in the program. This was done by home visits, school visits, phone calls, posters, and letters. It was observed that group leaders who spent considerable time visiting community people and personally contacting parents and girls had a program of greater duration and more participation.

Doing the Program

At many of the sites the program was conducted in the evenings at a community building. Group leaders would meet with girls in two-hour sessions once or twice a week. Other communities ran the program during the summer and seeions lasted two to four hours, three to five days a week. At one site the program was done as part of a summer school program which provided transportation for the girls to attend a half-day program. Girls then had the option of choosing the career development program as a course which met one hour a day for five days a week.

At two sites the program was part of a regular school program. Seventh and eighth grade girls participated in the program for one hour three days a week on days opposite their physical education classes.

Group leaders were expected to work with three groups of eight to 14 girls. It was expected that a separate group would be developed for girls in each of the following age groups: 9 to 11, 12 to 14, and 15 to 18. However, there were some variations in age groups and in number of girls. In smaller communities girls of varying ages were grouped together and in some cases there weren't eight girls of a certain age range.

Group leaders were asked to indicate what they thought was necessary for a successful program. Following are some of their suggestions:

"Be patient, persistent, and just understanding. Those are the main things I think."

"Know what you are talking about and be prepared ahead of time. Know what you are going to teach them."

"I think that when you first start out with the program you should have a firm hand and you should be faithful. If you make a schedule you should stick to it, and you should have the transportation for them always."

"Be prepared, pick up the girls, be on time. Those things are important, but I think that if you aren't organized and if you can't keep things moving along and keep the girls interested and active, that even those other things may not be enough."

"I think that you need to be dependable. You need to have good transportation, and I think that you have to prepare your materials ahead of time. Be ready for whatever the girls come up with. Know your materials really well. Try to have a variety of things for them so that they don't get bored."

"I think one of the most important things is not only having confidence in yourself, but winning the confidence of the girls that you work with, having an understanding of them, and trying to be honest with them so they'll have an understanding of you. Being able to be there. If they have questions, be able to answer them, not put it off or send them to somebody else."

"I think one of the most important things is to really be interested in the girls and not to put them down in any way if they don't know something. One of the most important things that I tried to do was always to be there when I said I was going to be and have my materials ready. I spent a lot of time preparing for our meetings."

Generally it would seem that the following characteristics are important if group leaders are to be successful.

1. Believe in the concepts of the program.

2. Like young girls.

3. Have a concern for young girls.

4. Be open and honest with girls.

5. Prepare ahead of time for sessions with girls.
6. Provide a variety of learning experiences for girls.
7. Be on time.
8. Do what you tell the girls you will do.
9. Don't miss sessions with girls.
10. Provide transportation.

A Group Session

In most instances group leaders and girls cooperatively selected the units they wanted to study. The number of hours spent on a unit ranged from one to 10, although many units were covered in three to four hours.

At the start of a typical session, group leaders picked up the girls, then for about two hours girls participated in learning experiences as presented in the curriculum. These activities could have been discussion, reading, art projects, watching slides or films, preparing or doing skits, playing games, or preparing for a field trip, parents program, or career conference. The group leader then transported the girls to their homes.

Participation

Participation in the program varied. In some communities it was excellent. For example at one community 19 out of the 23 young women in the community participated on a regular basis in the program. Thus 86 percent of the girls were served by the program. In another community the total population of eight young women ages 15 to 18 participated in the program. Only two of these young women were currently enrolled in school and some were parents. All of them attended at least 50 percent of the 14 sessions and two-thirds of them attended at least 70 percent of the sessions.

Data in Tables IX to XI illustrate the potential population according to the 1970 U.S. Census report, the number of girls who participated in the program from each community, the number of hours of group sessions, the number of units covered, the number of group leaders involved, the setting in the community (whether it was a community program or part of the school system), and the cycle. Cycle I was conducted in the fall and winter of 1975-76, Cycle II was conducted in the summer of 1976, Cycle III was conducted in the fall and winter of 1976-77, and Cycle IV was conducted in the winter and spring of 1977.

Generally one group leader was expected to work by herself with a group of girls, and this was usually a satisfactory arrangement. In some instances two group leaders were employed. Sometimes this was necessary for transportation purposes. In some cases the team teaching approach was beneficial and in other cases it did not work as well as one individual teaching.

In most communities group leaders were employed to work part time, partly because the number of out-of-school hours in which one can work with youngsters is limited. Staff employed for summer work was usually employed full time.

It is generally thought by tribal communities that the Indian population is undercounted in the census report. This factor affects the potential population as well as the mobility of people. However, in 60 percent of the communities 75 percent or more of the potential population was reached.

TABLE IX

PROGRAM PARTICIPATION

GIRLS AGES 9 TO 11

Community	Potential Population	No. of Girls	Average Attendance	Approx. No. of Hours of Group Sessions	No. of Units Studied	No. of Group Leader Positions	Setting	Cycle
Bad River	27	12	8	30	7	2 part-time	evening community	1
Forest County Potawatomi	9	12	9	26	6	2 part-time	evening community	4
Lac Courte Oreilles - New Post	11	12	9	26	7	2 part-time	evening community	1
Lac Courte Oreilles - New Post	11	9	7	12	5	2 part-time	evening community	3-4
Lac Courte Oreilles - Round Lake	11	11	9	28	9	2 part-time	evening community	3-4
Lac du Flambeau*	39	14	8	64	13	1 full-time	evening community	4
Lac du Flambeau	39	8	7	20	3	1 part-time	evening community	3
Mole Lake	9	7	6	42	7	1 part-time	evening community	4
Oneida	99	6	4	16	6	1 part-time	summer school	2
Oneida	99	7	5	17	10	1 part-time	summer school	2
St. Croix-Big Sand Lake	7	8	7	32	5	1 part-time	evening community	1
St. Croix-Danbury	6	7	7	6	2	1 part-time	evening community	4
St. Croix-Round Lake	2	8	5	16	6	1 part-time	evening community	4
Stockbridge-Munsee	30	14	8	72	9	1 part-time	day summer	2
Superior	18	15	7	28	5	1 part-time	evening community	4

* The group was composed of girls 9-14 years old.

TABLE X

PROGRAM PARTICIPATION

GIRLS AGES 12 TO 14

Community	Potential Population	No. of Girls	Average Attendance	Approx. No. of Hours of Group Sessions	No. of Units Studied	No. of Group Leader Positions	Setting	Cycle
Bad River*	24	9	6	30	9	2 part-time	evening community	1
Forest County Potawatomi	10	13	9	24	6	2 part-time	evening community	4
Lac Courte Oreilles - New Post	12	14	11	20	8	2 part-time	evening community	1
Lac du * Flambeau**	49	25	12	57	10	1 full-time	days community	2
Lac du * Flambeau**	49	17	7	12	3	1 part-time	evening community	3
Lac du * Flambeau**	49	13	8	64	13	1 full-time	community days	3
Menominee-Keshena	58	10	9	32	7	1 part-time	school system	4
Menominee-Keshena	58	13	8	29	8	1 part-time	school system	4
Menominee-Keshena**	58	10	5	30	10	1 part-time	school system	4
Menominee-Neopit**	58	27	10	42	12	1 part-time	school system	4
Mole Lake*	10	10	6	38	9	1 part-time	evening community	4
Oneida	82	6	5	22	9	1 part-time	summer school	2
Oneida	82	5	4	21	9	1 part-time	summer school	2
Oneida	82	5	4	21	8	1 part-time	summer school	2
Oneida	82	6	5	19	10	1 part-time	summer school	2
St. Croix-Big Sand Lake	7	6	4	34	6	1 part-time	evening community	1

* The group was composed of girls 12 to 18 years old.

** The total group did not always meet at the same time.

TABLE X

Continued

Community	Potential Population	No. of Girls	Average Attendance	Approx. No. of Hours of Group Sessions	No. of Units Studied	No. of Group Leader Position	Setting	Cycle
St. Croix-Round Lake	8	7	4	14	3	1 part-time	evening community	4
Stockbridge-Munsee*	25	14	7	63	6	1 part-time	days community	2
Superior	6	19	14	32	12	1 part-time	evening community	1
Superior	6	13	9	24	8	1 part-time	evening community	4
Superior	6	21	8	10	6	1 part-time	evening community	4
Winnebago-Wisconsin Dells	15	13	6	12	3	1 part-time	evening community	2

* The group was composed of girls 12 to 18 years old.

TABLE XI
PROGRAM PARTICIPATION
GIRLS AGES 15 TO 18

Community	Potential Population	No. of Girls	Average Attendance	Approx. No. of Hours of Group Sessions	No. of Units Studied	No. of Group Leader Positions	Setting	Cycle
Forest County Potowatomi	8	10	5	28	7	2 part-time	evening community	4
Lac Courte Oreilles-New Post	14	9	8	28	9	2 part-time	evening community	1
Oneida	114	6	6	20	8	1 part-time	summer school	2
St. Croix-Big Sand Lake	7	4	4	26	5	1 part-time	evening community	1
St. Croix-Maple Plains	3	8	6	26	9	1 part-time	evening community	4
Superior	11	8	7	24	8	1 part-time	evening community	4
Superior	11	12	7	16	5	1 part-time	evening community	4

The data in Table IX to XI indicate that the program is more likely to reach more girls in a smaller community. When programming in larger communities it might be appropriate to utilize a neighborhood concept. Rather than expecting a staff member to work with any girl from the total community, it might be better to have a group leader work within neighborhoods, districts, or housing sites.

Tables IX, X, and XI show that groups were comprised of four to 27 girls, with a median number of 10. The average attendance at sessions ranged between four and 14 with a median number of seven. Group leaders were asked to work with groups of eight to 12 girls. It appears that this is a reasonable size of group.

The approximate number of hours of group sessions and the number of units covered indicates the variance between groups. (Actually, as long as 10 hours were spent on a unit and some were covered in one hour.) This illustrates the flexibility of the units and shows that they can be adapted to suit the needs and interests of the group.

Despite these efforts, the program was not always successful in a community. As shown by the data in Table XII, the program was attempted in 20 communities, but in only 45 percent of the communities was it completed on the first attempt. It required a second attempt to complete the program in 30 percent of the communities. In 15 percent of the communities the program was never completed.

TABLE XII

IMPLEMENTATION OF PROGRAM IN COMMUNITIES

No. of Communities	% of Communities	No. Times Attempted	No. Times Completed	% of Successful Attempts
9	45.0	1	1	100.0
6	30.0	2	1	50.0
1	5.0	3	2	67.0
1	5.0	4	3	75.0
1	5.0	1	0	0.0
2	10.0	3	0	0.0
Total 20	100.0			

Considerations

Two factors seemed to be essential to the program. One was space for the program. Communities provided space in community buildings and schools. But when limited community building space was available, other meetings were held occasionally at the time and place of the regularly scheduled Career Development program. This hindered successful programming and tended to discourage girls from returning. In some communities transportation was essential for a successful program. This meant that group leaders needed to transport girls either with their own vehicles or with a tribal van or bus. Sites that had adequate transportation were more successful than those that did not.

Another factor that hindered program success in some cases and supported it in others was the existence of other youth programs in the community. In most cases it was essential to have the cooperation and support of other youth programs if Career Development was to succeed. If, for example, a basketball game was scheduled on the night of a group session, it was likely that girls would go to the basketball game; or if an NYC supervisor scheduled a work project at the same time as a session, it was likely that the girls would go to work. The support of community leaders was also a factor in program results. In some communities group leaders would occasionally say, (such and such a community leader) said to do this and this; these were usually the group leaders who had successful programs. Other group leaders who met with frustration in carrying out the program would sometimes say, "No one cares about this." In some instances the program was stalemated by an abundance of summer youth activities.

These factors need to be considered when initially planning with a community. It is important to plan cooperatively and to take enough time when planning so that community leaders and staff who work with youth understand and support the programs. The activities of other youth programs need to be explored, and scheduling should be cooperative so that the program can be implemented. In some cases it may be appropriate to decide that this is not the time to do the program.

Another factor that seems to affect the participation rate in a program is the season of the year. No matter how involved youth may be in a program or how well it is going, the coming of warm spring weather reduces attendance considerably. The holiday season coupled with vacation also seems to prevent girls from participating. A summer program just naturally seems to end when school starts. Based upon Wisconsin's experience it seems that the following are appropriate times for programming:

September to December
January to April
June to August

This may vary in different parts of the country.

The retention of group leaders also affected the program. Lack of personal resources was often the obvious reason for their resignation, but other factors may have influenced their decisions. It is sometimes difficult to pinpoint why a program succeeded or did not succeed. Perhaps this can be best illustrated by some examples.

In one community a group leader worked with 12 girls 9 to 11 years old, 14 girls 12 to 14 years old, and 14 girls 15 to 18 years old. That site probably had the most successful program of that cycle. The group leader was then rehired to conduct the program again in order to reach new girls. Despite the successful first attempt, the program never got off the ground in the following cycle.

In another community a group leader felt great frustration as she unsuccessfully attempted to implement the program. Six months later she was rehired as a group leader and carried out an extremely successful program.

In summary, it would be helpful to keep in mind that a program may fail on one attempt but after another try be quite successful.

Implications

1. Group leaders should personally visit with community people regarding the program.
2. Group leaders should personally invite parents and their daughters to participate in the programs rather than rely solely upon letters or posters.
3. The program can be done as a community program during the school year, as a special summer project, as part of a regular school program, or as part of a summer school program.
4. Group leaders need to spend time preparing to teach sessions with girls.
5. Eight to 14 girls is an appropriate size group.
6. A program can be expected to be more successful if groups are formed from within a neighborhood.
7. The units of the curriculum are flexible in terms of time. Time spent on a unit has ranged from one to 10 hours, with an average of three to four hours.
8. A regularly scheduled meeting space is essential.
9. Transportation is essential.

10. In the initial stages of the program, it is important to plan adequately with community leaders and staff of other youth programs so that they understand and support the program.

11. Consider the seasons of the year when scheduling the program.

Special Activities

Career conferences and field trips were two special parts of the program.

Career Conferences

The career conference was a highlight of the program for many girls. Each girl who participated in the program had an opportunity to attend a career conference. To plan the conferences, group leaders did some initial planning with girls. Then group leaders jointly planned the program.

Conferences were held for groups from several reservations and were usually held for a specific age group, such as girls 9 to 11 years old. The conferences were held at either tribal community centers or colleges or universities.

The program typically included tribal women as keynote speakers, discussion groups led by tribal women, exhibits by college and universities or persons involved in various careers, and girls from each tribe presenting part of the program. Their presentations included skits, pantomimes, illustrated talks, and speeches. A favorite presentation was a traditional dress revue. For the revue, girls modeled traditional costumes, many of which they had helped to make. Another highlight of the conferences, particularly for younger girls, consisted of presentations by tribal elders. These women told stories about history, culture, and their growing-up days. UW-Extension faculty often assisted with the career conferences and provided displays and served as resource people.

The conferences were usually designed so that tribal women discussed the work roles of tribal women in the past and then the required preparation for career opportunities of today were focused upon.

Evaluation

Participants at the career conference were asked to rate the various activities. A score of 1 means that the participants thought the activity was really good, 2 indicates fairly good, 3 means OK, 4 means not so good, and 5 indicates poor. Table XIII contains the data collected from conference participants.

TABLE XIII
CAREER CONFERENCES

Activity	122 Girls Ages 9-18 Score	71 Girls Ages 12-18 Score	18 Girls Ages 9-11 Score	75 Girls Ages 12-18 Score	31 Girls Ages 9-11 Score	65 Girls Ages 9-18 Score
First Keynote Address	1.9	1.8				1.2
Second Keynote Address	2.2					1.3
Concluding Address	2.0	1.8		1.6		2.1
Displays on Careers	1.8		1.7			
Displays on Colleges, Universities, & Technical Schools	2.3	2.1				
Film, "We Are Woman"	2.5					
Discussion Group, History and Culture of Tribal Women by Tribal Elders	2.0		1.8		1.5	1.4
Discussion Group, Ideas From Grandmothers	1.9					
Discussion Group, A Career in Education	2.3					
Discussion Group, A Career in Health	2.4					
Discussion Group, A Career With People	2.6					
Discussion Group, Financial Aids for Higher Education	2.0					
Discussion Group, What About Alcoholism and Drugs?	1.4					
Discussion Group on Keynote Address		2.2				

Activity	122 Girls Ages 9-18 Score	71 Girls Ages 12-18 Score	18 Girls Ages 9-11 Score	75 Girls Ages 12-18 Score	31 Girls Ages 9-11 Score	65 Girls Ages 9-18 Score
Traditional Dress Revue Presented by girls		1.5	1.4			1.4
Presentation by girls		1.5	1.4	1.6	1.8	1.4
Get-Acquainted Games			1.8		1.8	1.9
"Careers for Indians," A Movie			2.5			
"Annie & the Old One," A Movie			1.4		1.3	
Famous Indian Women and Careers					2.2	
Discussion Group on Colleges and Universities						1.8
"Free to Be", A Movie						1.4
Presentations and Displays on University of Wisconsin-System					1.7	
Presentations and Displays on Vocational and Technical Schools					2.3	
Presentations and Displays on Private Colleges and Universities					2.2	
Presentations and Displays on Indian Schools					1.0	
Presentation and Display on Apprenticeships					2.0	
Discussion by Young Tribal Women Who Are College Students					1.6	

Girls were asked to write some comments on the conferences. Following are some examples of their comments.

> "I learned about forestry, nursing, what different schools have to offer."
>
> "I really liked the grandmothers when they told stories."
>
> "When she told us about being a dentist, vet, nurse, and other stuff."
>
> "I liked the different people I met, like that nurse and welding man."
>
> "The two discussion groups which I joined in -- 'What About Alcoholism and Drugs?' and 'A Career With People'. Very good discussions."
>
> "I learned that men or women can do welding. I didn't know that till now."
>
> "Finding out that you need to fill out papers to get into college."
>
> "From the grandmothers I learned something on background and how times were with them. I really enjoyed it."
>
> "I learned a lot about mental health. The woman that had the display was a very good person to listen to. I learned a lot from speaking to her."
>
> "There was a lot of hard work in the old days."
>
> "That you can have a good job."
>
> "I liked the traditional Indian women dresses and the whole thing."
>
> "It was good to get a chance to see the displays of different colleges."
>
> "Meeting different people from different places that are also studying or doing the same thing we're doing.
>
> "If you want to be anything, you should take those classes to be what you want."
>
> "Different choices I can make and different careers that are available."
>
> "Be yourself; you are what you are."
>
> "What schools to go to and what you can learn."
>
> "It was only a day. It should have been longer."

Guidelines

A total of seven career conferences were held for 407 girls. Parents and other community people also attended the conferences. Based on these conferences the following ideas emerged which may be helpful as guidelines.

1. It is better to have separate conferences for younger and older girls.

2. A half-day program is better for younger girls. A full-day program combined with traveling is too tiring for them.

3. The number of discussion groups should be limited so each resource person has a good-sized audience.

4. If group leaders set the stage for girls before the conference so that they know what to expect, they are more attentive.

5. Get-acquainted games at the beginning of the program help the girls relax from traveling and set the stage for a friendly day.

6. Girls particularly enjoy presentations on history and culture as it relates to tribal women. These were usually presented by tribal elders.

7. A highlight of the conferences consisted of presentations by the girls themselves.

Implications

1. An opportunity to share with girls from other communities reinforces the concepts of the program.

2. Girls appreciate the opportunity to present part of the program and it provides a suitable learning experience for them.

3. Tribal elders are excellent resources.

4. An event for a large number of girls provides the opportunity to have outstanding resource people who may not be available for a small group.

5. A large event tends to emphasize the importance of the concepts of the project.

Field Trips

Each girl in the program had an opportunity to participate in a field trip to enhance her knowledge of the world of work. Each group of girls and their group leader planned their own field trips. Career interests of the girls were a focal point for the planning.

Field trips included hospitals, radio and TV stations, government offices, banks, libraries, technical institutes, colleges and universities, airports, nursing homes, newspaper offices, and telephone companies. For one group of girls 9 to 11 years old, a visit to the area high school was an exciting event.

One trip included a visit to a court session. The judge explained the jobs in the court and the education needed for such jobs. The girls were impressed by the fact that the judge still took courses and studied. A trip to a lumber mill made quite an impression on some girls, as they discovered the rate of pay and type of work for women with limited education.

A typical plan for a field trip to a state university follows:

Have an official tour of the campus.

Visit a dormitory.

Have lunch in the cafeteria.

Attend a program where Indian students discuss college life.

The following comments are from girls regarding what they had learned on the field trips.

"Different kinds of jobs and how much schooling."

"A lot of different things people make or do on their jobs. What their pay is."

"Different things people do on their jobs."

"How to be better at some jobs."

"That there are lots of fields for girls."

"I can be a lot of different things."

This phase of the program was particularly helpful because many of the program participants lived in isolated areas in rural communities and thus did not have opportunities to view a cross section of the world of work. Also, the types of careers which the girls see Indian people hold in their local communities is usually not typical of the wide range of career opportunities available today. Group leaders reported that this was an important phase of the program, that many of the girls had never visited a college before, and that many had not been to a large city. Field trips appear to provide a good means for girls to learn about the world of work.

Implications

1. Field trips can be especially beneficial for youth who live in isolated rural communities.
2. Field trips can help youth have a more realistic picture of the world of work.

Programming with Adults in the Community

Parents

Group leaders were expected to work with parents of the girls so that they would be familiar with the concepts of the program. It was felt that this was important because parents had a right to know what was being taught in the program and so that the parents could reinforce the program concepts with their daughters.

Many group leaders visited parents in their homes to explain the program. Some group leaders held a session for parents at the beginning of the program to explain the program and to show and discuss some of the program curriculum. This session was often based on the unit "Women, Today and Tomorrow." This session was often well received.

Group leaders were to hold sessions with parents using curriculum developed specifically for parents. Some group leaders tried this approach and it was not successful. Group leaders were not comfortable using the material as it had been developed, so the curriculum for parents was redesigned. The new curriculum was based on the units for

for girls and included learning experiences for groups of adults as well as learning activities for parents to use with their daughters. However, except in a few instances, this material was not used.

The most successful approach for working with parents was a parent night program. At these programs girls and group leaders planned and presented the program. Girls presented skits, gave talks and demonstrations, presented traditional dress revues, and staged a career fashion show, all based upon concepts of the program. These programs were well attended and favorably received by parents and others in the community, and girls enjoyed doing them.

Parents also participated in the program by attending career conferences, and taking part in field trips. Some parents put forth a great deal of effort when helping their daughters prepare their presentations for career conferences and parent nights.

Besides the difficulty with the curriculum, there were probably several reasons for the lack of success in programming with parents. Group leaders were often young women who may have felt uncomfortable working with parents. As one said, "I wanted to crawl under the table when working with parents. I felt stupid and embarrassed." Another said, "I felt stupid telling mothers anything when they were older than I am." Also, it is difficult to teach members of one's peer group. During training for group leaders, emphasis was given to working with girls. Also, many group leaders became so involved in working with groups of girls that they did not have much time to devote to a group of parents.

Perhaps it is unrealistic to expect parents to attend more than one or two group sessions regarding the program. However, it would be possible to strengthen the efforts for programming with parents.

If the program were to be repeated in Wisconsin, plans would be made to employ some group leaders solely to work with parents and others in the community. Also, a better training program needs to be developed so that staff would have the necessary confidence to do more programming with parents. Programming with parents is a phase of the program that needs further attention.

Implications

1. Parents are receptive to home visits regarding the program.
2. Parents are willing to attend a session to learn about the program or a session when their daughters present a program.
3. A different approach needs to be developed if parents are to attend a series of sessions.

People Who Work with Youth

Each community has a number of people who work with young girls, such as home and school coordinators, youth service workers, recreation directors, community health representatives (CHRs) and maternal and child health (MCH) workers. When the program was designed, the intention was that group leaders would work cooperatively with such staff and provide training for them in the concepts of the program. Three to four sessions were planned for youth workers and curriculum was developed for this purpose.

Group leaders generally did an appropriate job of involving youth workers in the program. For example, in some communities CHRs or MCH workers served as resource people or spoke to groups of girls. Some helped present the unit "Just for You" and showed the film "Seventeen and Pregnant." People who worked with youth sometimes provided transportation and other assistance on field trips or career conferences. Some were guest speakers at career conferences. Some provided names of girls who were possible program participants. Such cooperation enhanced the program. Despite youth workers involvement in the program, group leaders were not successful in carrying out training sessions for them. Some group leaders tried but had limited success.

Therefore the curriculum was revised and combined with curriculum for parents. The units were based on units for girls and included subject matter information, learning experiences for group sessions, and activities a youth worker could do individually with a girl.

However, this new curriculum was not used to any great extent. Some of the group leaders became so involved in their work with girls that they had little time to devote to other aspects of the program. Some found it difficult to work with others as a co-worker and also to serve as a formal instructor. Also, because many group leaders were quite young, they may have felt uncomfortable teaching other adults.

If the program had been continued, other approaches would have been tried. One approach might have been to conduct seminars based on the concepts of the program curriculum. Group leaders could have arranged the seminar and presentors -- such as the project director, writers of the curriculum, and tribal women from various communities -- could have conducted the seminars.

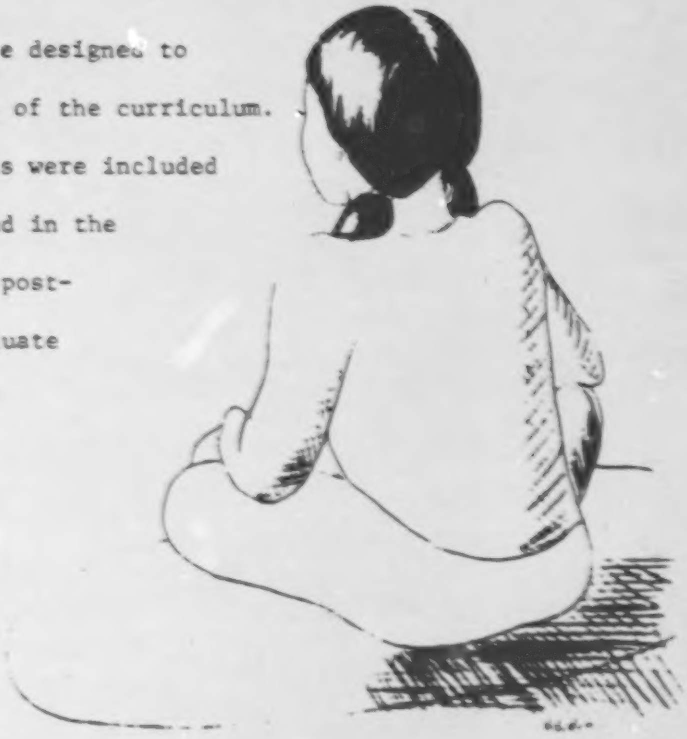
Implications

1. It is unrealistic to expect a staff member to work cooperatively with other employees in a community and also to serve as a formal instructor.
2. The cooperation of other youth workers enhanced the program.

Evaluation of the Curriculum

Evaluation Design

Four instruments were designed to measure the effectiveness of the curriculum. Three of these instruments were included for girls who participated in the program -- a pretest and post-test, a checklist to evaluate learning experiences and an open-ended questionnaire. The fourth measurement instrument was a questionnaire for group leaders.



Pretest and Post-Tests

The tests were used to determine change in attitude and knowledge by program participants. The pretests were administered by group leaders prior to studying a unit. Post-tests were completed by girls two weeks or longer after the completion of a unit. The same questions were used by each age group.

Open-Ended Questionnaire

Girls were asked to answer the following questions.

"What new ideas did you learn from the unit?"

"What new things will you do because you learned about them in this unit?"

"What didn't you like about this unit?"

Included in this report are examples of their answers.

Checklist on Learning Experiences

The checklist on learning experiences was done by girls as soon as they completed a unit. They were done as part of a group session. The checklist provided girls an opportunity to rate each learning experience.

Group Leaders' Evaluation

Group leaders were provided with an open-ended questionnaire and were asked to make written comments on each unit they taught. The statements quoted in this report are illustrative of their responses.

Changes in Knowledge

In order to determine change in knowledge the resulsts of pretests and post-tests were tabulated when a girl had completed both tests. Only when 12 or more girls completed the tests were the results considered, thus there were some units for which results were not available. Since there were fewer girls 15 to 18 years old, there was not evaluation data for all units.

The pre and post-tests illustrate that all age groups of girls had some increase of knowledge after studying the curriculum.

Being an Indian Woman

The three units in the section "Being An Indian Woman" were designed so that girls would better understand the traditional roles of tribal women, and become more aware of role models. Following are some examples which illustrate change in knowledge, on these topics.

The statements "Some Indian women have been doctors" and "Some Indian women have been famous because of their talents as artists" were answered correctly by 26 percent more girls 9 to 11 years old on the post-test than the pretest.

Thirty-five percent of the girls 12 to 14 increased their agreement with the question, "Some Indian women have been famous because of their leadership."

Agreement increased by 25 percent for girls 15 to 18 with the statement "In the past, Indian women were often brave and courageous."

Further data on similar changes are in Appendix C.

Being a Special Person

One of the important concepts in the unit was, "Nine out of ten girls will work for pay in their lifetime." Agreement with the statement increased from 18 percent for girls 9 to 11 to 43 percent for girls 15 to 18.

In the curriculum there was an effort to have girls consider preparation for a career as important, rather than devoting a great deal of their energies to preparation for marriage and motherhood. Following are examples of changes which may indicate that girls considered the above ideas.

An increase in agreement of 30 percent for girls 12 to 14 and of 38 percent for girls 15 to 18 was found for the statement "One should think about other things as well as 'being in love' when choosing a husband."

Girls 15 to 18 increased their agreement with the statement "Both men and women can care for children" by 28 percent.

Fifty-three percent of the girls 12 to 14 increased their agreement with the statement "One out of two teen-age marriages end in divorce" as did 14 percent of girls 15 to 18.

In the curriculum the subject of teen-age pregnancies was dealt with. Perhaps the following examples indicates that girls had new information to consider on the subject.

The statement "Teen-age girls have stopped growing, so it is healthy for them to have children" had an increase in disagreement of 36 percent for girls 15 to 18.

"Babies born to teen-age mothers may not be as healthy as babies born to women in their 20's" had a 51 percent increase in agreement for girls 12 to 14 and 41 percent for girls 15 to 18.

The curriculum attempted to help girls develop knowledge in the area of nutrition since teen-age nutrition is an area of concern. Following is an example of change of knowledge for this subject.

The statements "Snacks should not be empty caloried foods" and "It's important to eat breakfast every day" had an increase in agreement for girls 15 to 18 by 51 and 42 percent.

Further data on changes in knowledge for the units in the section "Being a Special Person" are in Appendix D.

About Careers

The units in the section "About Careers" emphasized preparation for careers, decision making and types of career opportunities. Following are examples of changes in knowledge which seem to indicate that such learning took place.

The statement "A decision is choosing from two or more possibilities" had an increase in agreement of 31 percent for girls 12 to 14 and of 38 percent for girls 15 to 18.

Girls 12 to 14 increased their agreement with the statement "One needs to take certain courses in high school in order to be prepared for college studies" by 38 percent.

Twenty-six percent of the girls 12 to 14 increased their agreement with the statement "There are scholarships for Native American students, so they can go to college or vocational-technical schools".

A complete tabulation of data on change in knowledge for the units in the section "About Careers" is in Appendix E.

Overall Change

The percent of girls in each age group who answered various percentages of the questions on the pretest and post-test correctly were tabulated.

TABLE XIV

CHANGE IN KNOWLEDGE

Girls 9 to 11

	Pretest		Post-test	
Percent of Questions Answered Correctly	No Questions	Percent Questions	No Questions	Percent Questions
50 or less	12	34	1	3
51 to 74	16	46	8	23
75 or more	7	20	26	74
Total	35	100	35	100

TABLE XV

CHANGE IN KNOWLEDGE

Girls 12 to 14

	Pretest		Post-test	
Percent of Questions Answered Correctly	No Questions	Percent Questions	No Questions	Percent Questions
50 or less	29	37	2	3
51 to 74	33	42	12	15
75 or more	17	21	65	82
Total	79	100	79	100

TABLE XVI

CHANGE IN KNOWLEDGE

Girls 15 to 18

	Pretest		Post-test	
Percent of Questions Answered Correctly	No Questions	Percent Questions	No Questions	Percent Questions
50 or less	15	26	3	5
51 to 74	10	17	7	12
75 or more	33	57	48	83
Total	58	100	58	100

The data in Tables XIV to XVI show that girls, particularly the younger age groups, did not know a considerable amount of the information, but that after studying the units they were able to answer more questions correctly, probably indicating that they had an increase in knowledge. Girls ages 15 to 18 had less change. However, questions were designed for all three age groups.

Implications

1. The curriculum is based upon information which many girls do not know.
2. The curriculum is designed so that girls learn about subjects which can enhance their opportunities for having a career of their choice and reduce barriers which may prevent them from utilizing their abilities and potential.
3. The curriculum is designed so that girls develop attitudinal change.

Change in Attitude

As one means of determining the effectiveness of the curriculum, changes in attitude were explored by using pretests and post-tests.

Following are some examples of attitudinal change.

> Girls 9 to 11 years old increased their agreement with the statement "Your own physical characteristics are what make you special" by 20 percent.
>
> Disagreement with the statement "Marrying so you won't be lonely is one of the best reasons for getting married" increased by 33 percent for girls 12 to 14 and 38 percent for girls 15 to 18.
>
> Girls 12 to 14 increased their agreement with the statement "The teen-age years are a time for fun and exploring new ideas" by 36 percent.
>
> The statement "Decisions you make now can affect your life 25 years from now" had an increase of 24 percent for girls 12 to 14 and 30 percent for girls 15 to 18.

Appendix F contains a table showing other attitudinal changes.

The curriculum provides an opportunity for girls to change attitudes.

Responses of Girls

The curriculum was designed for the following purposes:

1. To help girls realize that they will be workers.
2. To help girls plan realistically for their years as members of the world of work.
3. To help girls make decisions in their teen years that will help them prepare adequately for the world of work.
4. To help girls belive that they have special talents and abilities that are unique to them.

A review of the answers to the open-ended questionnaire would indicate the above purposes were accomplished.

Of the 356 questionnaires from girls 9 to 11 years old, 78 percent were able to list one or more things in response to the questions "What new ideas did you learn from this unit?" Sixty-six percent were able to list one or more new things that they will do because of what they learned about them in the unit. Only 19 percent responded negatively to the question "What didn't you like about the unit?"

Girls 12 to 14 responded positively to the question, "What new ideas did you learn from this unit?" in 67 percent of the 683 questionnaires. Fifty-seven percent of the girls 12 to 14 could list one or more things that they would do because they learned of them in the unit and 11 percent listed specific things that they did not like about the unit.

Girls 15 to 18 completed 266 questionnaires. Of those, 75 percent listed new ideas that they had learned. Sixty-one percent listed new things that they would do, and 9 percent listed things that they did not like about the unit.

Will Be Workers

Following are some typical comments which indicate that girls believe that they will be workers.

Ages 9 to 11

"We learned about women working and getting jobs."
"To look forward to working."
"Find a good job that pays well."
"I learned that women could be anything they wish to be."

Ages 12 to 14

"Things about what kind of things a women needs to get a good job."
"That women can get the same job as men."
"That you can really do something with yourself, with your own choice."

Ages 15 to 18

"That there are more and better job openings for women than there were before."

"How Indian women can do what they want, if they really try."

"That women should start thinking about their future. Not only having kids but making more of themselves."

"That you can get jobs just like guys can or the same job as a guy has, and that you can have any job you want."

"Start thinking more about what my future will be, what job I will enjoy."

"Try harder to obtain professional work. Also to do things that men can do, women can do also."

Planning for the Future

There were many comments which indicate that girls are planning for their years as a member of the world of work. Following are some of them.

Ages 9 to 11

"Women can be lawyers and carpenters."
"Grow up like an Indian woman and try to get a very good job."

Ages 12 to 14

"What I would do in my job. How much I would get in my check. How many hours I'd work."

"Finish high school and maybe go to college."

"Which courses you can take in vocational school and which in a university."

Ages 15 to 18

"I learned if I want to be a social worker, what kinds of courses you have to take."

"Be careful in the decision I make. The decision I make could affect my life."

"That you should think about what you want to do with your life."

"I learned about different jobs and the schooling for them. Your grades in school will help you get a better job in the future. That's if they're good."

Preparation for the Future

According to the written comments of the program participants, there is evidence that they are making decisions which will prepare them for the world of work. Following are examples of their comments.

Ages 9 to 11

"I will study harder."

"That you should get a good education so you can get a good job."

Ages 12 to 14

"Not to get married when you are young because you have a lot of troubles."

"Not to have kids before you're married.

"That there's a lot to having children when you're young."

"Make decisions carefully. Gather information."

"Do my best in school."

"I will try to become more useful to my tribe."

"Look for a college that is near my home and near my tribe."

Ages 15 to 18

"Get an education and a job before getting married."

"Be more active in everything. Going to try to be anything I want to be. Something that interests me, and can help my people (Indians) maybe!"

"Not to get married when I'm still a teen-ager."

"To go and finish high school and plan your life before getting married and having children."

"Do my homework more often so I can go on to school."

An analysis of the written comments indicates that girls believe that they have special talents and abilities that are unique to them. Following are examples of comments which support the idea.

Ages 9 to 11

"I learned to be me and we are all different. We are all equal."

Ages 12 to 14

"Let people know you are someone instead of no one."
"That you can do anything you want to do, anything that fits you. You don't have to be beautiful to have a good life."
"Not to be a dumby all my life."
"To be yourself and not try to be anyone else."
"That I can become anything."

Ages 15 to 18

"Don't change how you are for someone else."
"Set my mind on satisfying myself more than satisfying men."
"Be proud of what you are."

Further examples of comments by girls are in Appendix G.

Implication

Based upon the comments of girls, it appears that they know they will be part of the labor force, that they are planning for such, and that they belive each person is special.

Learning Experiences

To determine the effectiveness of various learning experiences an evaluation instrument was designed whereby girls had the opportunity to check if a particular learning experience was interesting, was fun, was OK, didn't make sense or was dull. The group leader administered the instrument at the conclusion of each unit. Following is the weight assigned to each judgment.

Interesting = 1
Fun = 2
OK = 3
Didn't make sense = 4
Dull = 5

To determine the way girls judged various types of learning experiences, they were grouped according to type of activities.

Following are some examples of activities included in some of the categories.

Art - Making a poster or collage.

Booklets - Those designed as part of the curriculum.

Dramatics - Skits or pantomimes.

Discussion cards - Quotes or words printed on cards which were used to promote discussion.

Games - An example is the Bing-Lingo game, which features tribal foods in the Chippewa language.

Illustrated Talks - These were based on charts or sketches which were designed as part of the curriculum; for example, one set of sketches illustrates women doing traditional work.

Personal Analysis - Are problems which deal with the girls. One example is planning what courses a girl needs to enter college.

Writing - Many of these activities required writing something as a basis for discussion. An example is girls writing questions and then mixing up the papers and discussing the answers.

Tables XVII to XIX show the number of activities within each category, the total number of times that the activity was done by girls, and the score for each category.

TABLE XVII
"BEING AN INDIAN WOMAN"
RATING OF LEARNING EXPERIENCES

	Girls 9-11 yrs old			Girls 12-14 yrs old			Girls 15-18 yrs old		
Activity	#Act	# Girls	Score	# Act	# Girls	Score	# Act	# Girls	Score
Art	1	88	2.1						
Booklets	2	79	1.4	2	106	1.7	2	22	1.5
Discussion	2	110	2.4	8	308	1.8	8	95	1.6
Dramatics	3	22	1.9						
Slides	1	31	1.2	1	53	1.5	1	6	1.7
Writing				1	14	1.6			

Only two activities within the section "Being an Indian Woman" received a ranking of less than 2.0 and that was for art and discussion by girls 9 to 11 years old, but all activities were judged to be interesting or fun by all age groups.

TABLE XVIII
"BEING A SPECIAL PERSON"
RATING OF LEARNING EXPERIENCES

Activity	Girls 9-11 yrs old			Girls 12-14 yrs old			Girls 15-18 yrs old		
	# Act	# Girls	Score	# Act	# Girls	Score	# Act	# Girls	Score
Art	7	173	2.1	7	272	2.1	5	265	2.5
Booklets	5	206	2.0	7	355	1.9	8	268	2.0
Case Studies				8	194	2.2	10	263	2.2
Checklist	1	52	1.9	4	181	2.0	3	99	2.5
Dramatics	1	21	2.1	3	79	2.0	1	21	2.0
Discussion	15	456	2.1	24	1139	2.0	23	612	2.4
Discussion Cards				3	107	2.1	2	19	2.4
Games	8	172	2.2	14	546	1.9	10	197	2.2
Illustrated Talk	6	338	1.9	12	504	2.1	11	283	2.4
Personal Analysis	6	208	1.9	10	481	2.1	5	159	2.3
Problem Solving	6	116	2.2	12	451	2.1	7	180	2.3
Role Playing	2	35	1.7	3	47	1.9	3	64	2.3
Slides	1	45	1.9	1	66	2.1	2	50	1.7
Writing	1	83	2.0	3	102	2.3	6	147	2.3
Quiz	4	198	1.5	8	289	2.1	12	411	2.2

None of the activities within the section "Being a Special Person" were rated below 2.5; the mean score for each age group indicates that the girls thought the activities were interesting and fun according to the data in Table XVIII. Younger girls judged the activities to be more interesting than the older girls did. The slides and booklets which are part of the curriculum consistently received the highest score. Girls 9 to 11 seemed to enjoy checklists, illustrated talks, personal analysis, role playing, slides, and quizes the best. Girls 12 to 14 ranked booklets, checklists, dramatics, discussion, games, and role playing as their favorite types of activities. Older girls indicated a preference for booklets, case studies, dramatics, games, slides, and quizes. A majority of the girls did not judge any activities to be less than OK, dull, or didn't make sense.

As shown by the data in Table XIX within the section "About Careers" the booklets for the units consistently received the highest score, ranging from 1.6 to 1.9. Only two activities were ranked OK -- that of learning how to complete forms was judged as OK by girls 15 to 18 years old and discussions were ranked OK by girls 9 to 11. Girls 9 to 11 found art activities and games to be the most to their liking, while girls 12 to 14 liked the booklets, games, guest speakers, role playing, and slides the best. Girls 15 to 18 particularly enjoyed art activities and the booklets.

TABLE XIX
"ABOUT CAREERS"
RATING OF LEARNING EXPERIENCES

	Girls 9-11 yrs old			Girls 12-14 yrs old			Girls 15-18 yrs old		
Activity	# Act	# Girls	Score	# Act	# Girls	Score	# Act	# Girls	Score
Art	5	45	1.4	3	84	2.1	2	9	1.4
Booklets *	2	52	1.7	3	125	1.9	3	17	1.6
Case Studies				13	402	2.2	12	327	2.0
Checklist				2	53	2.3			
Completing Forms	2	31	2.3	4	172	2.2	4	16	2.9
Debate				1	22	2.1			
Discussion	2	14	3.1	11	321	2.1	8	201	2.1
Dramatics	2	41	2.3						
Games	2	17	1.9	2	22	2.0	2	10	2.6
Guest Speaker				1	12	2.0			
Illustrated Talk				1	23	2.2	1	4	2.0
Interviewing				1	31	2.4			
Personal Analysis				11	342	2.2	7	258	2.2
Problem Solving				5	179	2.1	3	18	2.6
Role Playing				1	26	2.0			
Slides				1	25	2.0			

* Booklets for the units "Decision Making" and "Career Opportunities" were not evaluated.

Implications

1. All learning experiences were well received by the program participants.

2. A variety of learning experiences appealed to the girls.

Satisfaction of Learning Experiences by Units

To determine which units had activities that were most favorably received by the three age groups, the percentage of activities for each unit that were scored 2.0 or less were examined. The results are found in Table XX. According to this calculation, the unit "The Outside You" was the best liked by girls 9 to 11 years old with "Life Span Planning" rated second. All girls 12 to 14 rated "Famous Indian Women", "Traditional Roles", and "Just For You" at 2.0 or less. All girls 15 to 18 scored the three units on Indian women as having learning experiences of 2.0 or less.

However the girls 9 to 11 indicated that in two-thirds of the units, 50 percent or more of the activities were interesting or fun, while girls 12 to 14 indicated that almost 60 percent of the units contained half or more interesting or fun learning experiences. Girls 15 to 18 judged that half or more of the learning experiences were interesting or fun in 50 percent of the units.

TABLE XX

SATISFACTION OF LEARNING EXPERIENCES BY UNITS

UNIT	Girls 9-11 yrs old % of Activities Judged 2.0 or Less	Girls 12-14 yrs old % of Activities Judged 2.0 or Less	Girls 15-18 yrs old % of Activities Judged 2.0 or Less
Famous Indian Women	44	100	100
Traditional Roles		100	100
Growing up to Be an Indian Woman	50	50	100
Growing Up	53	59	11
The Outside You	86	50	7
Marriage, Expectations or Reality		43	26
Just For You		100	56
Food and You	15	88	9
Your Money	55	26	
Alcoholism		29	50
Coping With Parents		50	0
Life Span Planning	67	33	
Decision Making		26	67
Educational Opportunities		43	42
Exploring Careers	38	64	67
Career Opportunities	50	45	23

Implication

Girls found half or more of the contents of half or more of the units to be interesting and fun as opposed to OK, dull or doesn't make sense.

Group Leaders Evaluation

Group leaders were asked to complete an open-ended questionnaire for each unit which they taught. Following are some examples of their comments:

> "It was a really good unit for the girls because I think it gave them self-confidence in being an Indian woman. It helped them realize they can speak up for themselves. The girls really liked doing skits on the stories of the Indian woman. The slides they found really interesting. They never realized there were women in these roles."
>
> "This seemed like the first time some of these girls had really taken the time to think about themselves and what they want or want to do."
>
> "I think this material really said it like it is. It almost made me wish I hadn't gotten married until I had been older. I think it did a lot of good."
>
> "It was such fun. Just to see these girls come out and ask questions about everything when basically they are very shy."
>
> "Like the discussion on admission requirements for college, requirements for high school graduation, and the worksheet for courses."
>
> "On the learning experiences 'What Would You Do,' as tribal chairman, these are the things the girls said they would do for our community:
>
> I'd like to have our own school.
> I'd like to have our own lawyers.
> I'd like to have our own medical laboratory.
> I'd like to have our own hospital.
>
> I thought these were great ideas for them to have."

Included as Appendix H are further examples of evaluation comments made by group leaders.

Implication

The units were acceptable to the staff who were hired as group leaders.

Evaluation of Overall Program

The program demonstrates that Extension and tribal groups can jointly contribute to and support a program. Contributions by numerous Extension faculty in the development of the curriculum and in implementing the project as well as the financial support of the project director and secretarial staff made the project possible. The project could not have been done without the support of tribal groups. Their contributions of resources such as space were essential. The contributions of tribal people who assisted in the planning and implementation of the program were invaluable.

Methodology

Several means were used to evaluate the overall effectiveness of the program.

1. The people who helped plan for the program in their communities, such as education committee members, tribal council members and parents were orally interviewed and their comments were recorded on tape. This was done in eight communities.
2. Group leaders at one site distributed questionnaires to parents

of girls who participated in the program and some community people. The questionnaire which was developed by the group leaders focused upon reactions to the program. Forty-five questionnaires were collected.

3. Members of the advisory committee were also orally interviewed and recorded. Six committee members were interviewed.
4. Thirteen group leaders were orally interviewed and their comments were recorded on tape. Interviews focused upon their reaction to the program.

Comments by Parents

"I appreciated the program for my daughter's sake as well as the other girls who participated. I feel as though our girls are more in need of this type of program than most girls their age in other cultural settings."

"I think this is one of the better programs that has come along for all of our young ladies. I don't know if this type of program is being applied to the boys, but it isn't a bad idea."

"A lot of girls don't know what they're going to do after they get out of school. Some of them have dropped out and they're just doing nothing. These girls that are in the program, they have talked about getting into something that they want to do, something they like to do. I think that's why that program is real good."

"(My daughter) liked it because she decided to think about what kind of career she will have. She wants to finish school. She said she wants her education. Then she can have things of her own before she starts a family. She understands a lot of things about such things as contraceptives. She said a lot of the other girls didn't know anything about them. It was kind of new to them. I know I talked to a couple of the mothers and I told them what the girls are going to do about this and they thought this was real fine."

"I thought that it was very helpful. I had two daughters who took part, one in each of the groups. I think they got a lot out of it."

"I am a working mother. I know I don't spend too much time with my girls (but through the program) they got a chance to get out and have a different woman's view."

"She learned about herself as a person. She now seems to realize the value of education. Instead of going to please (us) she wishes to continue to better herself."

Comments by Community People

"I guess since I'm working as a home/school coordinator I've seen girls who I've thought had potential. But they seemed to think that what everyone did was have children or get married, and so these were their choices; and they would drop out of school and have children. Their potential was just not utilized at all and I thought that this was really sad both for them and for the community. I hope that, through this program, this will change."

"(Girls) didn't see anything for themselves before we had the Career Development program. Now that we have it, I think the girls see different things, like education, things that would help them. We don't have very many girls that graduated from high school or went on to college. I can't remember very many anyway."

"I feel the program is needed because the girls don't feel as though education is as important as it really is. They get so far in school and then drop out for various reasons. With the program I feel that they can realize the importance of education and choose a career and pursue it."

"I feel that it is really a fine program. It is beautiful, and I think it is the kind of program that every mother would encourage and that every mother would be happy to have her daughter attend."

"I think the program is needed for a number of reasons. Primarily because I feel that in the future young girls and young women will have to get into careers. I feel that there is a definite need for career education. There has been a lack of it so far, particularly with young Native American girls. They are not exposed to career education through high schools, through parents, through peers, through any other methods."

"I think the program is needed so that girls can reach their potential and set a definite goal and prepare for a career. There are a lot of careers that they don't know about. That was brought out for them, and visiting the schools has helped them."

"I think it's needed for the basic reason that a lot of our young Indian women have rather low support systems going for them. They need someone to give them positive feelings about themselves and help them want to strive for bettering their ideas."

"One of the areas that I have been concerned about is that so many of our teen-agers are mothers. We have so many teen-agers who have become pregnant and have children."

"In this day and age most parents are working and they don't have that time to spend with their children on careers, and education and it involves everything really, socialization, just learning how to get along with people, just every involvement in growing up."

"I think in order to help the girls you have to have a very structured program. You have to have things that are all lined out. You just simply can't say to them: O.K. you can be a doctor, if you want to be and you can go to this book and find out all about doctors, or you are going to find out all about the world of work by listening to tapes. I think you have to have somebody there guiding the girls along. This is one thing that this program did, and I think was very good."

"We don't have enough activities here, and when something is going on the kids really like it. And they like to work in their little books. They probably learn more about things than staying home. I know a couple of the mothers; they had to discipline their girls by telling them if they didn't do their dishes or their homework they couldn't go to the meetings. A lot of the girls did their work so they could come out to the meetings. It gave them a couple hours away from home after school. (Without the meetings) they probably would be sitting home or walking around."

"Well, first of all when I see these girls (in the program) they're all happy. To me that means so much, because I feel that they're gaining knowledge from the program just by being happy in the program. The girls enjoy it. I think they're hungry for knowledge, but it takes a pretty special person to get it across to them."

"Well I think the tribe will be looking for funding for this type of a program again next year, since this really went over well. We had almost perfect attendance at times."

Comments by Group Leaders

"I think girls are probably developing greater confidence in themselves as girls being able to do something in the future. You know, that they are going to plan their life. They are becoming more aware of themselves, that women can do things and that they don't need to just be housewives or mothers. They are thinking about these things where I don't think they had before and they've become more informed about what is available for them."

"Well, (the program is) definitely needed because in the high schools they don't have anything as thorough as the program to let girls know what's in store for them after they graduate."

"Most of the girls in my group have dropped out of school. Some have children already. They don't have anywhere to go and they don't know what to do with their lives. So I think this program provides goals for them."

"I found that the girls are real enthusiastic about it. I work with the girls from nine to 12 and in fact they call me to remind me of the nights when the sessions are to be held. I think it is a great idea for them to be career wise on the various things they can do when they are grown up."

"(The program) is good for them. They have something to look forward to. Before they never planned ahead, but now they do. They have some kind of idea of what they want to do with their lives and their future."

"I think it is a good program. It gives the girls something to do and it provides a lot of information for them. I sort of wish it was around when I was their age."

"The girls have more self-respect. These guys around here tell them something. Never before did they have an answer, but now they do."

"I thought it was really an interesting program when I worked in it. I saw a lot of the students really grow and maybe because of some of the exposure they had to different careers. I saw them develop interest. They would ask other people about their careers and their jobs, what they did every day. That's one thing I thought was really positive."

"They have realized that they are an individual and that they all have their own separate lives, not just be a mother, watch kids, and clean house - that there are careers and opportunities for them and a whole new way of life. All they have to do is make the step."

"I think they have become confident. They have developed greater confidence in themselves as girls, as women in the future. Confidence that they can go out and do things as women, and they don't necessarily have to be a housewife or a mother. They have become more aware of themselves as persons and they have become much more informed."

"We have one girl who is not going to school. She dropped out of school, and after a few sessions in the classes we had held, she started back to school again, which made her grandmother very proud of her."

"The girls understood everything, and now they have self-respect for themselves and they look forward to a future - job, college, whatever."

"I've had parents tell me that their girls have changed because of the program. They've been thinking about careers more. I think that the program is a very good program, that it makes the girls aware of the different career opportunities that they do have. Some of the parents have felt that it is a valuable program. They have seen a change in their girls since they have attended the classes. One mother told me that one of her girls is a lot more helpful around the house and she feels that it was due to the program that we have. Some of the other people in the community have felt that it is valuable because it is preparing the girls to go out and work."

"I think that the girls are more aware of the different types of schools they can go to. They've found out that now they can have vocational training. Now in high school they are aware of the different courses they are to take, what requirements they need to have."

"(The girls) seem like they are thinking about a future, about what to do besides just being mothers. They are talking about different careers that they would like. They have also found out from the program that you have to take certain subjects, not just to take the easiest ones."

"I gained in seeing these girls blossom from the shy person to someone who can express (herself) with self-confidence in that they know that each one of them is an individual and there's no one else in this world like them. I really feel like I've accomplished a lot in that itself."

Follow up on Older Girls

To evaluate the overall effectiveness of the program, a survey was conducted to determine the status of girls 15 to 18 years old who participated in the program. Group leaders who worked with the girls in this age group were asked to report the status of girls. Responses were received for 33 of the 57 (58 percent) who participated in the program.

TABLE XXI

FOLLOW-UP ON PROGRAM PARTICIPANTS 15 TO 18 YEARS OLD

STATUS	NUMBER	PERCENT
Presently enrolled in high school	26	78.8
Presently enrolled in college or vocational school	2	6.1
Graduated from high school but not in college or vocational school	4	3.0
Dropped out of high school	4	12.1
TOTAL	33	100.0

According to the data as shown in Table XXI, more than three-fourths of the girls were still enrolled in high school, nine percent had graduated from high school, but 12 percent had dropped out of high school. It is likely that factors other than the Career Development program contributed to the fact that 88 percent of the older girls who participated in the program were still pursuing their education or had graduated from high school. But based upon the responses of girls, and their change in attitudes and knowledge, it is likely that the Career Development program affected their decision to remain in school.

Conclusions and Implications

The major purpose of the program was to develop curriculum and to test a model for using it so that young tribal women will realize that they have special talents and abilities which are unique to them and that they will plan realistically and make appropriate decisions which will enable them to utilize their potential in the world of work.

Conclusions

1. Curriculum was designed which helped girls develop beliefs that they have special talents and abilities and that they will be members of the world of work.
2. Curriculum was designed which enabled girls to make decisions and plans that enhance their opportunity to have the careers of their choice.
3. A model was developed which demonstrated that the curriculum can be used in tribal communities.

Implication

Based upon the experience of developing and testing the curriculum, and model for implementing the program within tribal communities the following implications for programming evolved.

Planning

1. Advisory committee members can help Extension develop programs that are relevant to tribal people.
2. In the initial stages of the program it is important to plan adequately with community leaders and staff of similar programs so they understand and support the program.

Curriculum Development

Tribal people who serve as writers and artists in developing the curriculum enhance the relevancy of Extension materials for tribal communities.

Cooperation With Tribal Groups

1. If an Extension program is to function effectively within a tribal community, it needs to have a relationship with committees and programs that have similar goals.
2. If tribal communities have input into selection of Extension staff, they are more likely to be supportive of staff and have confidence in the program.
3. Tribal members were willing to serve as resources for the program.

Staff for the Program

1. It was found that women with a variety of education levels could perform the job responsibilities of being a group leader. In fact, high school drop outs were more likely to continue as group leaders than were high school graduates.
2. One can expect a high turnover of group leaders. In the project 55 percent resigned before completing the program.

3. Frequent support from professional staff and co-workers appears to prevent resignations of group leaders and to enhance the quality of their work.

Implementing the Program

1. The program can be done as a community program during the school year, as a special summer project, as part of a regular school program, or as part of a summer school program.
2. Group leaders need to spend time preparing to teach sessions with girls.
3. Eight to 14 girls is an appropriate size group.
4. A program can be expected to be more successful if groups are formed from within a neighborhood or small community.
5. The units of the curriculum are flexible in terms of time. Time spent on a unit may range from one to 10 hours, with an average of three to four hours.
6. A regularly scheduled meeting space is essential.
7. Transportation is essential.
8. Tribal elders are excellent resources for the program.
9. A special event for girls from several communities tends to emphasize the importance of the concept of the program.

Cooperation With Other States

The Cooperative Extension Service in Montana, Michigan, and Minnesota agreed to serve as cooperating states with the project. Representatives from Michigan and Minnesota served on the advisory committee. Copies of preliminary drafts of the curriculum were reviewed by Extension faculty in Montana, Michigan, and Minnesota.

The project director spent a day with county Extension faculty and members of some Indian communities in Michigan. The session focused on the content of the project and possibilities for using the materials.

In Michigan the materials were used for 20 hours of class time for fifth graders at Munising Public School. They were taught by an instructor employed under Title IV. The girls were receptive to the material. The program was presented to the Indian student counselor and Indian aides at St. Ignace. The counselor at St. Ignace was enthused about the project but the aides did not feel they could carry it out. The 4-H program assistant then contacted the school and some sessions were held. At Newberry the Indian home and school coordinator presented the program to the Parent Education Committee. This was followed by presentations of at least one topic. At Bay Mills the program was explained at a community meeting. Space for the program at the Tribal Center was offered by the tribe.

In Minnesota a program assistant for the Expanded 4-H Youth Community Development Program conducted several sessions at White Earth.

In Montana the program has been presented to Box Elder and Rocky Boy schools and to 4-H leaders at Rocky Boy. The project material was incorporated into the regular school program at Rocky Boy Elementary School.

Also, Montana Cooperative Extension Service invited the project director and a tribal woman from Wisconsin to present a two-day training session at the Blackfeet Reservation. Potential group leaders, school counselors, and community workers attended the session. It is expected that CETA funds will be used to employ group leaders. Counselors at the local school and at the boarding school have started to implement the program.

Strengths of the Project

Following are comments from various people in the three states indicating strengths of the project.

> "Parents were involved with some of the sessions."
>
> "Liked idea of material prepared especially for Indians."
>
> "Liked the completeness of the units."
>
> "Liked the cultural implications and artwork."
>
> "The information provided in the units was interesting and thought provoking."
>
> "Information was good and provided a basic understanding of the objectives."
>
> "All pages were easily reproduced."

Weaknesses

> "The biggest problem with the project is finding someone willing to lead the group."
>
> "No negative reactions to the materials, only problems in implementation."
>
> "Need paid staff to conduct the program."
>
> "Family problems of a leader affected the implementation of the project."
>
> "The uncertainty of the availability of transportation is a constant problem"

It appears that other states are receptive to the materials but that time was needed to implement the program.

Invitational Workshop

A Wisconsin Invitational Workshop was held to explain the program to Extension staff and representatives of tribal communities. Representatives from Oklahoma, Arizona, Oregon, Montana, Michigan, Minnesota, and Saskatchewan, Canada, attended the workshop. The workshop focused on why the program is needed, how it was planned, the involvement of community people, how the program was done, the curriculum, and the results. Tribal women who served as members of the advisory committee, writers of curriculum, group leaders, and faculty of UW-Extension presented the program.

Following the workshop one state held a workshop for 11 agents and aides who work with the Indian population. Many workshop participants reported sharing the information with other Extension staff, Extension advisory committees, local education committees, or school personnel, such as counselors. Reports indicated that the project curriculum will be used with 4-H clubs and special interest classes for youth and adults in school systems as well as for special tribal programs. People from other states have reported positive responses from those with whom they have shared the material.

An Extension Specialist in Human Development wrote the following.

> "I believe the materials are excellent in content, written in a teachable manner, and visually attractive. You are to be commended for putting together such a complete program, one that deals with self-concept and personal decision-making, as well as the broader career-choice options."

Future Use of the Project

Continuing the Program in Wisconsin

Based upon the positive response to the program in Wisconsin, it would seem feasible for University of Wisconsin-Extension or Wisconsin tribes or both to continue the program. Leadership by county Extension faculty would be appropriate.

At the conclusion of the program, community meetings were held with community leaders and tribal staff to share the results of the project and to plan ways of continuing the project. Also, Extension faculty have been involved in the program, and ideas for continuing the programming have been discussed. A display of the project curriculum was made at a state Extension home economist meeting.

At present, a number of efforts are underway to utilize the program. For example, one school system has employed paraprofessional staff to conduct the program for junior high school girls as part of the regular school program. Another school has incorporated the curriculum into their regular program. One tribe is planning to incorporate the program into a new expanded youth program. A college with a number of young Indian women students is using the curriculum as a support program. An Extension agent in an urban area adapted the unit "Food and You" for a special nutrition project with Native Americans. In another community the unit on nutrition has been used as part of the Expanded Food and Nutrition Education program for youth.

Now that the program curriculum has been tested and completed, there should be opportunities to continue the program. These opportunities are discussed on the following pages.

Applicability for other States

A considerable part of the rationale for the program was based upon national data and supplemented by Wisconsin data, so it is reasonable to expect young women in other tribes to have similar needs. Certainly the response to the program at the Wisconsin Invitational Workshop and to a display on the project at the National Indian Education Conference indicates a need for such a program in states other than Wisconsin. Another indicator of this is the number of requests from other states for information.

It would seem that Extension staff and/or tribal groups could provide leadership for the program. The processes could be similar to those tried in Wisconsin - either an out-of-school program in a community setting or a program in a regular school system. Following community planning there might be several alternatives for staff to implement the program. Staff from an established program might wish to incorporate the materials into their program, schools might use the curriculum, an agent might use the material for a series of special interest meetings, or volunteers might be recruited to conduct the program.

Following are some ideas for using the program in your community.

As a special interest project. Four to six weekly meetings focusing upon a special part of the program, such as "Careers", or some of the units included in the section "Being a Special Person" could be held.

As health projects. A community health worker could use the units "Just For You" and "Marriage, Expectations or Reality" as they work with young women who are heads of households. A community health representative could use part of the unit "Being a Special Person" and the units "Parenting Daughters" and "Ideas for Planning" as they do health programming with parents.

As a supplement to a 4-H project. For example, the unit "The Outside You" could be used in conjunction with a 4-H clothing project.

As a 4-H activity. For example, the units on careers could be used as the basis for a series of sessions on career development.

As part of a school curriculum. A school could use the units as part of the curriculum in social sciences, home economics, or health classes. A school could use the units as an addition to the regular curriculum, such as a mini-course or a regularly scheduled course.

A person employed in a Title IV or JOM program could use units for individual or group sessions with students or parents.

A tribal community, an Extension program, or a school could employ staff to specifically implement the program. Possibilities for funding might be Public Service or CETA funds or funds for education programs.

As a supplement to the Expanded Food and Nutrition Project. The unit "Food and You" could be used by program assistants in their work with tribal groups.

As part of an Upward Bound Program, some units could be used.

Expansion of the Project

The project has some limitations which provide opportunities for expansion. Adapting parts of the curriculum to other tribal cultures, utilizing volunteers, providing additional opportunities for parents and others who work with youth, developing curriculum for boys, and seeking funding specifically for a career development project for girls are some of the issues that could be explored.

The curriculum was designed to feature the woodland tribes. While some units in their entirety or to a large extent are suitable for other tribes, others could be redesigned to suit a particular tribal culture. For example, the unit "Food and You" contains a section on traditional Chippewa foods; other tribal foods could be substituted. The unit "Traditional Roles" is based upon the traditional roles of woodland Indians, but the unit could be used as a model for traditional roles of another tribe. For example, the Extension staff at the Blackfeet reservation is rewriting the unit to focus upon the roles of Blackfeet women. On the other hand, units such as "The Outside You", "Marriage, Expectations or Reality", or "Exploring Careers" are appropriate for use in other tribes as they are presently written.

A few references are made to Wisconsin data or resources. Such information could be changed to suit a particular state or deleted if not appropriate.

Additional units could also be developed. For example, a unit focusing on the roles of women in a matriarchal society might be appropriate.

There have been many requests for developing a similar curriculum for boys. Despite the special needs of tribal girls, a similar program for boys would be appropriate and fill another special need.

Certainly peer group pressure has an effect, and if one hopes to have young tribal women develop their potential and use their abilities, then all members of their peer group need to have similar educational experiences.

It is believed that the program can be more effective if young women hear the message from more than one source. Thus it was hoped that such educational opportunities could be provided for parents and others who work with youth. Such efforts have had only limited success. Effective means for working with parents and others need to be developed and tests.

Volunteers

Throughout this special-needs project, paid staff were used to implement the program. Numerous resource people were also utilized. Some were volunteers but many assisted as part of their job responsibilities. One of Extension's strengths is the use of volunteers, and one of the strong values of many tribal groups is sharing. This concept of sharing means helping others, and there is ample evidence of this within a community. However, many paid positions within a tribal community carry job responsibilities similar to the ones needed to carry out this program. This condition affects the effectiveness of volunteers. Also, as discussed earlier in the report, some group leaders who were employed to conduct the program were unable to do so primarily because of personal resources. The use of volunteers to conduct the program remains to be tested.

Furthur Evaluation

Also, the ages of many of the program participants prevents determining the effect the program may have upon whether they will continue their education. It might be feasible at a later time to evaluate this aspect of the program.

Funding

Based upon the needs of young tribal women and the results of the project at this point, it would seem appropriate to seek and obtain funds to continue the program so that society does not lose the talents and contributions of today's young Indian women.

APPENDIX A

JOB ANNOUNCEMENT

POSITION: Group leader (part-time) for UW-Extension Career Development Project

POSITION DATES: June 1, 1976 to August 25, 1976

LOCATION: Lac du Flambeau

RESPONSIBILITIES:

1. To attend training program, 2 two-day sessions and 3 monthly one-day sessions.
2. To conduct group sessions of 8 to 15 girls, ages 9-11, 12-14, and 15-18. Each group is to have 24 hours of group sessions.
3. To conduct 6 hours of group sessions for parents of girls.
4. To conduct 2 sessions for people who work with young girls.
5. To conduct field trips for girls.
6. To assist with career conference for girls.
7. To submit requested reports.

MINIMUM QUALIFICATIONS:

1. First-hand knowledge of the community being served.
2. An interest in young people.
3. A willingness to do individual studying in preparation for group sessions.
4. A willingness to teach in a group setting.
5. A willingness to do evening and weekend work.
6. An auto for regular business use, liability insurance and a valid motor vehicle operator's license.

SALARY AND BENEFITS: $3.00 per hour for up to 400 hours during the project period. Mileage and expense in accordance with state policy. Social security and workman's compensation.

ACCOUNTABILITY: Accountable to the project director.

APPLICATION PROCEDURES AND DEADLINE: Send resume to Cathaleen Finley, Project Director, 401 Extension Building, 432 North Lake Street, Madison, Wisconsin 53706 by May 1, 1976. The resume should include work experience, special skills and interests, educational experiences, and references. Final interviews will be held in the community being served.

APPENDIX B

DESCRIPTION OF UNITS

Following is a description of the units included in the curriculum.

BEING AN INDIAN WOMAN

Famous Indian Women, by Janet Pascale, Chippewa, GLITC Health Careers Recruiter. For girls 9 to 11, 12 to 14, and 15 to 18 years old. This unit provides an opportunity for the girls to learn about Indian women who have made various contributions to society in the areas of health, politics, arts, and business. It also describes some of the events in the lives of women of long ago.

Traditional Roles, by Carol Dodge, Menominee, Curriculum Coordinator for Menominee Public Schools. For girls 9 to 11, 12 to 14, and 15 to 18 years old. This unit explores the traditional roles of woodland women and compares them with roles of women today and in the future. The unit also deals with stereotypes and the differences between tribes.

Growing Up to Be a Woman, by Clara DeCoteau, Chippewa. For girls 9 to 11, 12 to 14, and 15 to 18 years old. Clara DeCoteau, a Chippewa woman, was born in the early 1900's. For this unit she wrote the story of the first 18 years of her life. The story provides a point for discussion about preparation for today's world.

BEING A SPECIAL PERSON

Growing Up, by Cathaleen Finley, UW-Extension. For girls 9 to 11, 12 to 14, and 15 to 18 years old. "Growing Up" focuses upon some of the physical, emotional,and social aspects of growing up. It deals with the idea that each girl is special and unique because of her own characteristics. This unit is often used as an introductory unit.

The Outside You, by Cathaleen Finley, UW-Extension. For girls 9 to 11, 12 to 14, and 15 to 18 years old. It is not uncommon for teen-age girls to worry more about the appearance of the outside of their bodies than they do about the development of their minds. The unit focuses upon good grooming but only as part of a girl's development.

Marriage--Expectations or Reality, by Cathaleen Finley, UW-Extension. For girls 9 to 11, 12 to 14, and 15 to 18 years old. It is not uncommon for girls to marry before they have developed adequate job skills. Also, today an increasing number of marriages end in divorce. This unit attempts to help girls think through the many years of their lives when they are likely to be both a worker and a wife.

Just for You, by Cathaleen Finley, UW-Extension. For girls 15 to 18 years old. This unit provides an opportunity for girls to look at various aspects of human sexuality. The unit deals not only with birth control but also with sociological and psychological reasons for teen-age pregnancies.

Food and You, by Cathaleen Finley, UW-Extension. For girls 9 to 11, 12 to 14, and 15 to 18 years old. Basic to the achievement of one's potential is one's good health, and basic to health is good nutrition. This unit explores the subject of nutrition in an effort to improve the nutritional status of young girls.

Your Money, by Cathaleen Finley, UW-Extension. For girls 9 to 11, 12 to 14, and 15 to 18 years old. While financial aids are available for higher education today, students may have difficulty managing their limited amount of funds. This unit is an effort to help girls develop management skills.

Alcoholism, by Debbie Kruger, Potawatomi, Home and School Coordinatory, Wabeno. For girls 15 to 18 years old. Some teen-agers are victims of alcoholism, either their own or that of other family members. The unit is an effort to help girls understand alcoholism. The unit has been developed for older girls.

Coping With Parents, by Debbie Kruger, Potawatomi, Home and School Coordinator, Wabeno. For girls 15 to 18 years old. The unit focuses upon parent-teen-age relations. It attempts to help the girls understand their feelings about the world around them as they grow up.

Life Span Planning, by Marian Thompson, Women's Education Specialist, UW-Extension. For girls 9 to 11, 12 to 14, and 15 to 18 years old. If girls do not plan for a lifetime, they may not keep options open for themselves. In other words, they close doors behind them. Today, women can expect to live to be 75 rather than 48 as at the turn of the century. The unit is an attempt to help the girls plan for those years. This unit was often used at the conclusion of the program.

ABOUT CAREERS

Decision Making, by Cathaleen Finley, UW-Extension. For girls 12 to 14 and 15 to 18 year olds. Teen-age girls are faced with decisions that have a lasting effect upon their lives. For example, the high school student who decides to take only typing and shorthand courses will be handicapped if she later wishes to go to college. The unit attempts to help girls develop decision-making skills.

Educational Opportunities, by Dale Wolf, Chippewa, Northland College. For girls 12 to 14 and 15 to 18 years old. "Educational Opportunities" looks at university, vocational, and apprenticeship-type programs. Girls must know of possible choices if they are to prepare themselves adequately in high school.

Exploring Careers, by Bill Gleason and Dixie Hesler, Youth Development Staff, UW-Extension. For girls 9 to 11, 12 to 14, and

15 to 18 years old. "Exploring Careers" helps the girls look at their own characteristics and interests and match these with various types of work. Through the unit the girls have an opportunity to interview people about the world of work.

Career Opportunities, by Cathaleen Finley, UW-Extension. For girls 9 to 11, 12 to 14, and 15 to 18 years old. "Career Opportunities" focuses upon various career opportunities. It provides an opportunity for girls to learn about different careers and what preparation is needed for them.

APPENDIX C

"BEING AN INDIAN WOMAN": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls*	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
Famous Indian Women	Some Indian women were recorded in history because of their contact with white people.	42	36	42	55	37	39	37	84				
Famous Indian Women	Long ago some Indian women were guides for explorers.	42	69	42	76	37	65	37	89				
Famous Indian Women	Some Indian women have been doctors.	42	64	42	90	37	73	37	95				
Famous Indian Women	Some Indian women have been famous because of their talents as artists.	42	60	42	86	37	86	37	97				
Famous Indian Women	Some Indian women have been famous because of their leadership.	42	52	42	79	37	57	37	92				
Famous Indian Women	Many Indian women throughout history have been brave and courageous.	42	64	42	76	37	73	37	97				
Traditional Roles	Women from all tribes had the same roles.					45	13	45	36				
Traditional Roles	History books always give a true picture of Indian women.					45	27	45	47				

* No. of girls refers to the total number of girls taking the test; "percent" indicates the percentage of this number who answered the question correctly. For example, in the first entry, 42 girls took the pretest, 15 girls answered the question correctly. These 15 girls were 36 percent of 42, the total number.

APPENDIX C (Concluded)

"BEING AN INDIAN WOMAN": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls*	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
Traditional Roles	In the past, some Indian women built homes.					45	80	45	82				
Traditional Roles	In the past, some Indian women tanned hides and made clothing.					45	82	45	87				
Traditional Roles	In the past, some Indian women grew, gathered and preserved food.					45	80	45	87				
Traditional Roles	Missionaries influenced the roles of Indian women.					45	36	45	62				
Growing up to Be a Woman	In the past, Indian women were often brave and courageous.	30	73	30	97	32	88	32	97	12	67	12	92
Growing up to Be a Woman	In the past, there were lots of people in an Indian family who helped each other.	30	73	30	90	32	78	32	94	12	83	12	92
Growing up to Be a Woman	People are likely to become very good at something when they practice it often.	30	77	30	83	32	75	32	94	12	67	12	92
Growing up to Be a Woman	In the past, Indian women didn't have lots of choices about careers.	30	47	30	73	32	47	32	91	12	83	12	75
Growing up to Be a Woman	In the past, Indian children were often sent away to boarding schools.	30	43	30	67	32	41	32	59	12	58	12	75

APPENDIX D

"BEING A SPECIAL PERSON": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls*	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent
Growing Up	Nine out of ten girls will work for pay in their lifetime.	69	54	69	72	98	40	98	80	35	51	35	94
Growing Up	Some girls grow faster than others, and some girls grow slower than others.	69	59	69	87	98	86	98	92	35	86	35	97
Growing Up	Women can be successful in the world of work.	69	39	69	81	98	68	98	86	35	89	35	89
Growing Up	It is important to get good grades in high school.	69	80	69	87	98	92	98	91	35	91	35	94
The Outside You	For centuries tribal women have been beautiful without use of cosmetics.	45	53	45	96	76	57	76	91	26	81	26	92
The Outside You	Indians used lakes and rivers for baths back in the 1500's.	45	56	45	73	76	71	76	89	26	77	26	96
The Outside You	Sweat baths were first used in Sweden.	45	13	45	29	76	14	76	51	26	50	26	27
The Outside You	How often one washes her face may have something to do with how clear her complexion is.	45	36	45	62	76	62	76	83	26	81	26	100
The Outside You	Posture makes a difference in how a girl looks.	45	58	45	77	76	68	76	88	26	88	26	85

* No. of girls refers to the total number of girls taking the test; "percent" indicates the percentage of this number who answered the question correctly. For example, in the first entry, 69 girls took the pretest, 37 girls answered the question correctly. These 37 girls were 54 percent of 69, the total number.

APPENDIX D (Continued)

"BEING A SPECIAL PERSON": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
The Outside You	One should floss her teeth once a day.	45	60	45	80	76	50	76	83	26	77	26	69
The Outside You	Split ends can spoil a beautiful hairdo.	45	47	45	73	76	63	76	71	26	96	26	96
Marriage, Expectations or Reality	Today many women work for pay as well as marry.					30	70	30	100	21	62	21	62
Marriage, Expectations or Reality	One should think about other things as well as "being in love" when choosing a husband.					30	70	30	100	21	52	21	90
Marriage, Expectations or Reality	Men are often more happily married than women.					30	27	30	57	21	19	21	52
Marriage, Expectations or Reality	A woman can work for pay and still be a good mother.					30	83	30	100	21	86	21	95
Marriage, Expectations or Reality	Both men and women can care for children.					30	93	30	100	21	62	21	90
Marriage, Expectations or Reality	A marriage contract helps people deal with problems before they marry.					30	40	30	87	21	48	21	62
Marriage, Expectations or Reality	People who are happy in their jobs may be happier in their marriage.					30	40	30	67	21	38	21	71

APPENDIX D (Continued)

"BEING A SPECIAL PERSON": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent
Marriage, Expectations or Reality	One out of two teen-age marriages end in divorce.					30	37	30	90	21	76	21	90
Just For You	Some people practiced birth control many, many years ago.					31	45	31	77	34	50	34	91
Just For You	Teen-age girls have stopped growing, so it is healthy for them to have children.					31	26	31	35	34	32	34	68
Just For You	In Wisconsin pregnant girls cannot be expelled from school for being pregnant.					31	39	31	71	34	71	34	91
Just For You	It takes money to raise a child.					31	65	31	94	34	97	34	97
Just For You	One needs job skills before she can earn very much money.					31	65	31	91	34	82	34	88
Just For You	Babies born to teen-age girls may not be as healthy as babies born to women in their 20's.					31	39	31	90	34	47	34	88
Just For You	A teen-age mother may have a difficult time finishing her education.					31	61	31	90	34	97	34	97

APPENDIX D (Continued)

"BEING A SPECIAL PERSON": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent
Food & You	Nutrition makes a difference in how you feel.	51	75	51	90	44	80	44	98	29	72	29	93
Food & You	Nutrition makes a difference in how you look.	51	51	51	80	44	68	44	98	29	76	29	86
Food & You	Nutrition makes a difference in how well you study.	51	47	51	82	44	55	44	100	29	41	29	83
Food & You	Traditionally, Indian people probably had a very good diet.	51	49	51	80	44	43	44	95	29	48	29	55
Food & You	It's important to eat four servings of fruit and vegetables each day.	51	75	51	88	44	48	44	95	29	52	29	76
Food & You	It's important to drink some milk each day.	51	88	51	88	44	70	44	98	29	76	29	93
Food & You	Fad or crash diets can be bad for your health.	51	47	51	78	44	36	44	95	29	45	29	90
Food & You	It's important to eat breakfast every day.	51	90	51	94	44	75	44	100	29	48	29	90
Food & You	Snacks should not be empty caloried foods.	51	27	51	76	44	39	44	91	29	28	29	79
Your Money	Money can be used for three big S's, spending, sharing, and saving.	17	82	17	88	43	81	43	91				
Your Money	Some goals are long term and some goals are short term.	17	71	17	65	43	28	43	77				

APPENDIX D (Continued)

"BEING A SPECIAL PERSON": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent	No. of Girls	Percent
Your Money	There are resources which can be used in place of money.	17	65	17	76	43	60	43	77				
Your Money	Wants are different than needs.	17	35	17	76	43	58	43	79				
Alcoholism	An alcoholic hurts only herself by her drinking.					15	35	15	87	10	0	10	40
Alcoholism	Alcoholism does not affect a person's way of living.					15	73	15	100	10	50	10	80
Alcoholism	An alcoholic knows that her drinking is not normal and that she is an alcoholic.					15	33	15	73	10	40	10	80
Alcoholism	Alcohol is a stimulant.					15	53	15	87	10	50	10	50
Alcoholism	Sixty percent of the people killed in drunken-driving accidents were in their teens.					15	53	15	93	10	30	10	90
Alcoholism	The rate of alcoholism in any culture is affected by the cultural attitudes toward the use of alcohol.					15	47	15	73	10	80	10	90
Coping With Parents	It is normal for you and your parents to have problems and at times to argue.					18	78	18	100	20	85	20	90

APPENDIX D (Concluded)

"BEING A SPECIAL PERSON": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
Coping With Parents	You can help relieve tension and anger at home.					18	44	18	78	20	40	20	80
Coping With Parents	Parents have problems, too.					18	89	18	100	20	85	20	95
Coping With Parents	You are rapidly growing up, which can cause problems.					18	61	18	94	20	75	20	90
Coping With Parents	The only reason for some problems with parents is because they care about you.					18	67	18	94	20	80	20	90
Life Span Planning	Most girls should expect to work in their lifetime.					31	68	31	71				

APPENDIX E

"ABOUT CAREERS": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls*	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
Decision Making	A decision is choosing from two or more possibilities.					65	52	65	83	26	54	26	92
Decision Making	One needs information in order to make careful decisions.					65	80	65	88	26	81	26	96
Decision Making	Sometimes a person takes risks when they make a decision.					65	82	65	91	26	69	26	96
Decision Making	How one feels about something may affect the decisions one makes.					65	65	65	82	26	73	26	88
Decision Making	One's values affect the decisions one makes.					65	48	65	74	26	69	26	88
Educational Opportunities	Women can have apprenticeships.					50	72	50	92				
Educational Opportunities	Not all colleges offer the same majors.					50	54	50	84				
Educational Opportunities	One needs to take certain courses in high school in order to be prepared for college studies.					50	52	50	90				
Educational Opportunities	There are scholarships for Native American students, so they can go to college or vocational-technical schools.					50	66	50	92				

* No. of girls refers to the total number of girls taking the test; "percent" indicates the percentage of this number who answered the question correctly. For example, in the first entry, 65 girls took the pretest, 34 girls answered the question correctly. These 34 girls were 52 percent of 65, the total number.

APPENDIX E (Concluded)

"ABOUT CAREERS": CHANGES IN KNOWLEDGE

		Percent Correct											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	QUESTION	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
Educational Opportunities	Vocational-technical schools and universities prepare people for different types of careers.					50	76	50	94				
Educational Opportunities	An apprenticeship provides on-the-job training.					50	38	50	88				

APPENDIX F

CHANGES IN ATTITUDES

		Percent of Agreement											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	ATTITUDE	No. of Girls*	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
Growing Up	Your own physical characteristics are what make you special.	69	52	69	72	98	49	98	66	35	74	35	83
Growing Up	It is great for girls to be physically strong.	69	64	69	81	98	55	98	62	35	63	35	54
Growing Up	Girls should decide some things by what they think rather than what others tell them.	69	64	69	81	98	81	98	89	35	94	35	94
Growing Up	Both boys and girls can be strong and both boys and girls can cry.	69	72	69	86	98	87	98	91	35	91	35	100
The Outside You	Every girl has some priceless beauty assets.	38	84	38	82	76	67	76	74	26	96	26	100
The Outside You	One doesn't need a lot of cosmetics to look beautiful.	38	69	38	77	76	88	76	84	26	85	26	100
Marriage, Expectations or Reality	Marrying so you won't be lonely is one of the best reasons for getting married.					30	70	30	37	21	81	21	43
Just For You	Having a child is taking on a big responsibility.					31	74	31	97	34	100	34	91
Just For You	The teen-age years are a time for fun and exploring new ideas.					31	61	31	97	34	94	34	100

* No. of girls refers to the total number of girls taking the test; "percent" indicates the percentage of this number who are in agreement with the attitude listed. For example, in the first entry, 69 girls took the pretest, 36 agreed with the attitude. These 36 girls were 52 percent of 69, the total number.

APPENDIX F (Concluded)

CHANGES IN ATTITUDES

		Percent of Agreement											
		Girls 9-11 Years Old				Girls 12-14 Years Old				Girls 15-18 Years Old			
		Pretest		Post-test		Pretest		Post-test		Pretest		Post-test	
UNIT	ATTITUDE	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent	No. of Girls	Per-cent
Your Money	A budget is more trouble than it is worth.	17	12	17	18	43	26	43	74				
Life Span Planning	Girls should plan their life so they are prepared to have suitable jobs.					31	90	31	81				
Life Span Planning	Girls should plan their education so they can do the kinds of work that they wish.					31	81	31	77				
Life Span Planning	All girls should look upon motherhood as a full-time career.					31	45	31	29				
Life Span Planning	Every girl can make choices about how she wants her life to be.					31	84	31	87				
Decision Making	Decisions you make now can affect your life 25 years from now.					65	62	65	86	26	62	26	92
Decision Making	It is a good idea to keep your options open.					65	68	65	85	26	81	26	96

APPENDIX G

SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONNAIRE

Following are some examples of comments written by program participants which illustrate their reaction to the units.

COMMENTS REGARDING THE UNIT "FAMOUS INDIAN WOMEN"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- Indian became famous and they became doctors.
- That most famous Indian women were brave, courageous and had strength and determination.
- They were brave women.

Girls 12 to 14 years old:

- Women can be just as important as men.
- That long ago there were famous Indian women that did great jobs that most women could not.
- That Indian women have been important to the history of our country for centuries.
- Try to be what some of the women did.
- How much bravery it took and intelligence.

Girls 15 to 18 years old:

- That there was more famous Indian women than I ever knew or heard of.
- All these Indian women have talents.
- Act like them.

- That Indian men weren't the only ones who fought battles for our freedom.

What new things will you do because you learned about them in this unit?

Girls 9 to 11 years old:

- I will study hard in school.
- You may become famous like the famous Indian women.
- Work.

Girls 12 to 14 years old:

- I'll read more about the famous Indian women. And do the other things that they did.
- Read more about Indian women . . . what famous things, share what I learned about Indian women.
- Try to be important. Try hard not to be lazy. Share what I have learned.
- Try things women never did before or at least try my best at everything I do.

Girls 15 to 18 years old:

- Help out my tribe and other Indians.
- Go out and try to do what I think will help me or other Indian people.

COMMENTS REGARDING "TRADITIONAL ROLES"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- How old Indians lived and how they worked.
- How traditional women lived.

- That the Indian women from long ago preserved food, made and decorated baskets and clothes. They gathered berries and built homes while the men were out hunting.

Girls 15 to 18 years old:

- Indian women worked hard. They had a lot of things that they owned.
- Why you should have respect for yourself.
- That Indian women can do anything.
- That the white settlers had the wrong idea on how the tribe was set up.

What new things will you do because you learned about them in this unit?

Girls 12 to 14 years old:

- To teach my kids legends and history.
- Respect myself and elders.
- To plan real good and listen to what older people have to say so you will learn.
- Read more books about the old Indian ways.

Girls 15 to 18 years old:

- Read some more about all of this.
- Be proud of what you are.
- Try to understand why Indian women are stereotyped.
- Keep my respect for myself.
- How they really help each other and what parts of jobs were expected to be done and the men really treated the women as equals and not as slaves.
- That the Indian men really treated the Indian women as equals.

That some white authors didn't really know what the roles of an

Indian woman's life was really like.

COMMENTS REGARDING "GROWING UP TO BE A WOMAN"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- About a little Indian girl who went to school.
- Growing up and what you want to be when you grow up.

Girls 12 to 14 years old:

- You can do more things.
- Learned how the Indians used to deal with things.
- A lot more about different girls and how they react and about being brave and how to deal with it.
- That women were brave.
- What and how to get jobs and do things.
- How to decide for myself and some little things about growing up.
- How to act as a woman, the changes you go through.

Girls 15 to 18 years old:

- That I got to be brave and courageous, respect your parents and aunties and uncles, listen to them, to go away and meet people. Don't be afraid about life and new ideas.
- What it was like in the olden days.
- How people had to cope with life during those days.
- How to talk things over with somebody.

What new things will you do because you learned about them in this unit?

Girls 9 to 11 years old:

- Grow up like an Indian woman and try to get a very good job.
- I would like to take piano or organ lessons.

Girls 12 to 14 years old:

- Know how to go about rough times.
- Learn to like different kinds of kids.
- Learn how to handle problems better.
- To decide for myself.

Girls 15 to 18 years old:

- Go meet new people, schools, have talent, and be kind, be brave and courageous with everybody. And think about life.
- Read about other Indian people's life stories (they're interesting).
- Think more about things.
- Try harder to achieve success at something.

COMMENTS REGARDING "GROWING UP"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- I learned about menstruation.
- About the different careers I could choose from.
- I learn that growing up was fun, and that girls can do what boys do.
- Learn to do more sports.

Girls 12 to 14 years old:

- That women can do the same work that men do and sometimes even better.

- What girls did when they had their first menstruation and how these people celebrated them.
- I learned of the clothes people used to wear and how they changed.
- The women are equal to men, like finding jobs or supporting a family or getting a man's job.
- That girls are strong as boys, and they can be mean at times and they can be nice at times. And to be nice to other girls.
- To take care of yourself, not let the men get away with everything.
- That girls shouldn't do all the housework and that the man and the children can do work too, than just sit around and mess things up.
- Girls don't have to dress up for a boy or they don't have to spend hours on doing one thing.

Girls 15 to 18 years old:

- That everyone is different and you should do what you want, not what people tell you.
- That women can do anything a man can do.
- How few women worked in professional work.
- I learned how to take care of yourself and what your body and self mean to you and how to prepare yourself for your future life and what the differences are between a man and a woman and what are the same.
- I learned about how we should start getting ahead of men instead of us staying at home all the time. We should get

out and get a job.

What new things will you do because you learned about them in this unit?

Girls 9 to 11 years old:

- I will do a lot of things. Like I will do some work like be a teacher, or be a nurse, or be a singer, or I will be a dancer.
- Be something that I never thought of before.
- When I get married I will always tell my husband to pick up his own mess.

Girls 12 to 14 years old:

- Feel better about me.
- I'm special too.
- Not spend all your time straightening your house and don't spend all your time getting dressed up.
- I will know what to do when I get out of college.
- I will think and try to understand a little more and try to do things on my own. And, make my own decisions.
- To be what I really want to be.

Girls 15 to 18 years old:

- Be a truck driver.
- Grow up to be sensitive.
- To be nice to other girls.
- Ignore guys who think a woman's place is in her home.
- How strong a woman can be and how strong she really is.

COMMENTS REGARDING "THE OUTSIDE YOU"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- That Indians used sweat baths before Sweden.
- I learned how to brush my teeth and I know how to clean my brush and comb, I know how to wash my face.
- I learned how to wash my hair. I learned how to file my nails. The Indian women were cleaner than white women.
- That Indians bathed every day.
- To use dental floss.
- I learned that you can't be pretty if you wear lots of perfume and makeup.

Girls 12 to 14 years old:

- How to take care of yourself, make yourself look satisfying without make-up.
- That you don't need all kinds of fancy make-up to be good-looking and that Indian girls especially don't need make-up because they look OK without it.
- How to make your hair and skin nicer. Brushing your teeth and flossing them. How to keep your posture straight. If you have thick hair thin it. Go to the dentist every six months.
- Not to bite your fingernails.

Girls 15 to 18 years old:

- To keep my hair and everything else on my body looking clean and neat.
- Bleaching your hair or wearing cosmetics really is not going to make you more beautiful. The other things I already knew.

What new things will you do because you learned about them in this unit?

Girls 9 to 11 years old:

- Brush my teeth right.
- Clean and file nails.
- Keep my skin cleaner.

Girls 12 to 14 years old:

- Wash my hair more often.
- Keep myself looking healthy and my hair looking bright. My skin is smooth.
- I will take more baths, and I will take care of my nails. I will dress more neater. I will be clean.
- Wash my face twice a day. Stand up straight, sit down straight. Walking with your toes straight ahead.
- Keep a smile and look happy. Keep hair and teeth clean. Keep clothes neat and clean.

Girls 15 to 18 years old:

- I'll try to look better. I'll try to keep my fingernails looking good. I 'll try to keep my hair looking good. And I'll try to floss my teeth every day.
- To keep your whole body clean.

COMMENTS REGARDING "MARRIAGE, EXPECTATIONS OR REALITY"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- It's dumb to get married around 14 or 15.
- Not to get pregnant before you get married.
- How I can be set back in planning my career.
- Most teen-age marriages end in divorce. Why people get married.

- What to expect from a marriage and what to do.

Girls 15 to 18 years old:

- To learn to think about marriage before you go in it and a lot of other things.
- Marriage isn't all it's cracked up to be.
- Men need women more than women need men.
- That you shouldn't marry unless you really want to and you don't have to marry.

What new things will you do because you learned about them in this unit?

Girls 12 to 14 years old:

- Be what I'm planning on being because it sounds fun and interesting.
- Not to get married as a young girl.
- Make sure I marry the right man at the right age.

Girls 15 to 18 years old:

- Think about marriage thoroughly.
- Think before I decide to do things.
- Make contracts for my marriage.

COMMENTS REGARDING "JUST FOR YOU"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- Your body is yet developing as a teen-ager.
- How to take care of yourself.

Girls 15 to 18 years old:

- I learned more about how you get pregnant and how to prevent from getting pregnant.

- A few things about birth control from long ago.

- A lot of babies die from teen-age mothers, more than any other.

- About birth control, V.D., about planning your life.

- A lot about birth control, abortion, and pregnancies.

- That girls and boys can get V.D. without even knowing about it.

What new things will you do because you learned about them in this unit?

Girls 12 to 14 years old:

- Be more careful.

- Get birth control if I need it.

Girls 15 to 18 years old:

- When I get older I'll use some device to prevent from getting pregnant.

- I'll take the pill and go ahead and do it.

- Take better care of my babies and realize how lucky I am to have them.

COMMENTS REGARDING "FOOD AND YOU"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- We learned about games and Indian words and food and you.

- Different foods and what kind are good to eat.

- I am what I eat.

Girls 12 to 14 years old:

- Food you eat affects the way you look, act, and work. Some foods are good for you and some aren't.

- How tired and lazy I was just for not eating.

- Not to eat a lot of junk food.

- About how you eat to be healthy.

- Where vitamins come from, what different kinds of foods there are. Iron is good for you. Breakfast is important.

Girls 15 to 18 years old:

- I learned about the basic four group. The right kinds of foods to eat and what not to eat.

- What food is good for you, how good the health of the Indians were long ago.

- How many calories one potato chip has, that my meals are not very well planned.

What new things will you do because you learned about them in this unit?

Girls 9 to 11 years old:

- I'll eat better and make sure I have a proper diet. I will try not to eat junk food.

- Eat breakfast every morning, drink some milk each day.

Girls 12 to 14 years old:

- If I was going to do a diet, I would do it right.

- To eat good and not to eat too much.

- Eat breakfast and get up early enough for school.

- Eat more fruits and drink more milk.

- Eat my regular meals and drink milk even though I don't like it.

Girls 15 to 18 years old:

- Eat lots of fruit.

- Try to stay healthy especially while pregnant.

- Try not to eat as much junk food.

COMMENTS REGARDING "YOUR MONEY"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- How to save money.
- How to save for your wants.
- About saving and spending and sharing.

What new things will you do because you learned about them in this unit?

- Not buy some wants, and buy some needs.
- Try to save for my wants.
- Probably start a budget.

COMMENTS REGARDING "ALCOHOLISM"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- Do not take any pills and don't turn into an alcoholic.
- Not to drink heavily because you can become an alcoholic.

Girls 15 to 18 years old:

- Alcohol is bad for your health. It messes up your life while you do it. Ruins your friendships and families.
- It showed me that alcohol is for the worst. It may be all right to drink once in a while but don't drink continuously.
- I learned how alcohol affects you, your family, and your life.
- That there are a lot alcoholics who don't realize it.
- Ways to prevent alcoholism.

What new things will you do because you learned about them in this unit?

Girls 12 to 14 years old:

- Not to drink and take pills at the same time.
- Not to be a heavy drinker.

Girls 15 to 18 years old:

- Not wish I could go out and get drunk.
- Never drink a lot.
- Decide whether or not I am going to drink.
- I won't get bad grades.
- Quit drinking.
- Understand alcoholics.

COMMENTS REGARDING "COPING WITH PARENTS"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- How to get along better with parents, and not tell them you don't understand.
- Well, I learned to respect our parents because they care for us and we should obey our parents and be ready or prepared for this problem.
- The reason for some of my problems with my mother is because she cares about me. Because I'm growing up might cause some of my problems.
- I learned to understand my parents better.

Girls 15 to 18 years old:

- I learned that problems with your parents are not the end of the world and you aren't the only one with those sorts of problems.

- Parents have problems, too.
- That the reason they argue is because they care.
- I learned how to cope with problems that came up in the family.
- How to cope with your parents, how to understand them, how to have them understand you.
- How to avoid an argument with my parents.

What new things will you do because you learned about them in this unit?

Girls 12 to 14 years old:

- Maybe we can quit arguing and having so many problems.
- I'll listen to my mom more often and I won't argue with her that much and I'll do what she tells me to do.
- Well, we learn to obey our parents and care for our parents because they care for us.

Girls 15 to 18 years old:

- Try harder to understand that your parents have problems too.
- I will try and see things from their point of view.
- Tell someone (carefully) when they bug me about something.
- I won't blow up. I'll try to understand their points.

COMMENTS REGARDING THE UNIT "LIFE SPAN PLANNING"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- What I want to be when I grow up.
- What kinds of jobs women can get.

- How to plan your life ahead.
- I learned about how to get an education and how to get a good job.

Girls 12 to 14 years old:

- A lot of ideas about coping and about caring about others and finding jobs.
- Plan to go to school.
- About that you can pick what you want to do when you grow up.

What new things will you do because you learned about them in this unit?

Girls 9 to 11 years old:

- Plan ahead for the future.
- Think about what I will be later on.
- To find a job and do well.
- I will start doing the things that I am going to do when I grow up, so I will have a good job when I grow up!

Girls 12 to 14 years old:

- That after I finish school (college) I could possibly become a physician.
- How much schooling you need and how much they will pay.

COMMENTS REGARDING THE UNIT "DECISION MAKING"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- I kind of know what I want to do now.
- About jobs and how to make decisions.
- Making decisions isn't easy.

Girls 15 to 18 years old:

- To do better things on making decisions and how to work them out and your problems.
- I learned how to make decisions all by myself.
- That we should go to school to help our future.
- Really think about your decision before making it.
- The different decisions a person has to make.

What new things will you do because you learned about them in this unit?

Girls 12 to 14 years old:

- Might go to vocational school.
- Go to college maybe.
- Study hard.
- Make decisions carefully.

Girls 15 to 18 years old:

- I'll make careful decisions.
- I learned to make better decisions, and to be better prepared.
- Think more.

COMMENTS REGARDING "EDUCATIONAL OPPORTUNITIES"

What new ideas did you learn from this unit?

Girls 12 to 14 years old:

- What to expect when I'm on my own.
- What you have to do to become an artist or something. What kind of colleges.
- What kind of colleges there were.
- If you want to go to college, you have to finish school and so you could get a good job.
- What classes you should take to be what you want to be.

- I could take an apprenticeship if I wanted to learn on the job.
- What I would like to be and how to get there by planning ahead.
- That there are a lot of different jobs. There are a lot of different schools to learn about jobs and occupations.

Girls 15 to 18 years old:

- Types of different schools.
- Differences in vocational-technical schools, etc.
- About credits, dorm, and apartment life.
- That if you take your time and have patience college life can be okay.
- How to try and get my GED.

What new things will you do because you learned about them in this unit?

Girls 12 to 14 years old:

- Probably look ahead before jumping into any new things I might happen to do.
- Might go to college.
- Try to make more friends in school and where you live.
- I will try to learn how to do things right instead of wrong.
- Be more careful, plan better.
- Try to finish so I could get a good job.

Girls 15 to 18 years old:

- Look for classes I would need.
- Look into different schools, how to prepare for going to school.
- Think more about college.

- Go to someone who can help me to know what college to go to.

COMMENTS REGARDING "EXPLORING CAREERS"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- I learned that girls can have men jobs too.
- About me and my work.
- About different jobs and people.
- More about myself.
- You have to go to college for some jobs.

Girls 12 to 14 years old:

- How to go about getting a job.
- What you want to be when you get older.
- Ladies and girls can do the same things as men and boys.
- About Social Security cards.
- All about job applications and how to fill them out. Also how to give an interview.
- How women survive in the world of work. How many women like to do things like men like to do. When women make changes from housewife to working woman.

Girls 15 to 18 years old:

- What I learned is how to fill out a job application, what kind of job you can pick, and what you have to do for it.
- What you need to know for an application and who you can choose for your reference. More things about nursing.
- How to get a job and things you need to help you get the

job you want.

- I found a lot of careers to do.

What new things will you do because you learned about them in this unit?

Girls 9 to 11 years old:

- I will be an artist. Because it is a fun thing to do.
- Be a singer.
- How to help people.

Girls 12 to 14 years old:

- I will know how to fill out a work permit.
- Be what you are and not someone else and how to fill out a job application.
- Try to get a job. Play more boys' sports.
- When I go to high school I will take up shorthand, bookkeeping, filing.
- Be prepared for the right job.

Girls 15 to 18 years old:

- Is get a job that you'll like and stay with it.
- Look more or find someone who already was or is in the same field you are interested in.

COMMENTS REGARDING THE UNIT "CAREER OPPORTUNITIES"

What new ideas did you learn from this unit?

Girls 9 to 11 years old:

- Lots of jobs.
- Don't have to be a mother.
- About new ideas in job careers.

Girls 12 to 14 years old:

- Them ads on job clusters--they were interesting.
- That some jobs have a background for classes you wouldn't think had anything to do with it.
- The different kinds of jobs you can get. About different classes you have to take to get a certain job.
- It was fun. What kind of courses you need to be a certain person.
- There are a lot of job openings if you look for them.

APPENDIX H

GROUP LEADER'S COMMENTS ON UNITS

Following are examples of comments which group leaders wrote about the various units.

Comments from Group leaders regarding "Famous Indian Women"

- Helped the girls realize that there really have been some famous Indian women and why they were famous.
- They seemed to really like it and were interested in what they were reading and they really like reading out loud. They were impressed with what some of the women had done. They found out that there really were some famous Indian women!
- When we asked the girls what materials their parents should see, they listed this book first.

Comments from group leaders regarding "Traditional Roles"

- The girls liked it. I think it increased their understanding as to why they live with some prejudice. They have to know why some stereotypes exist and it equips them a little better to deal with it.
- The girls found the material very interesting, because a lot of it they'd never thought about before.
- The girls were pretty alert in listening to the story. Because it was written by an Indian women, they found it very interesting.
- The girls really let out a lot of discussion in this unit because they were interested in some of the things written in it.

Comments from group leaders regarding "Growing Up To Be A Woman"

- The unit was very well written and easy to relate their own experiences to.
- Easy to read, and the girls could relate to the experience of being called names.
- The idea of having an older person write her life story is a good one. This is a good story.

Comments from group leaders regarding "Growing Up"

- It was helpful in teaching girls to respect their physical selves.

- The information on menstruation was good. There was a lot they didn't know. There were a lot of physical things to do that were good. It was a very interesting unit--self-awareness.

- Parents were pleased to have the material on menstruation included in the unit. One said, "What a relief. Now I don't have to explain it."

- I think the girls liked it. It made them think about things that never crossed their minds before. They are really beginning to THINK about a career--or careers.

- With younger girls, you are trying to get them to say what they think so they won't be bashful. This unit helps with that.

- It was the first unit we did and it was easy for me to do.

Comments from group leaders regarding "The Outside You"

- I think this was a good unit for girls to go through because of some who really go too far with the make-up and other fads.

- The material was really good. I think they understood that it's a waste of money for cosmetics. And that only essential things are necessary for an Indian woman.

- I thought the unit was good. It helped the girls realize some of the good points about an Indian woman.

- The girls enjoyed this unit. They mostly said it was fun to think about themselves and the materials was easily understood.

- I have noticed changes in the appearance of girls, such as less eye make-up and less dark-colored nail polish.

Comments from group leaders regarding "Marriage, Expectations or Reality"

- Many girls thought marriage was like a perfect dream.

- Girls particularly liked the case studies.

- The girls haven't been exposed to many of the concepts in this unit.

- It is good for them to know the alternatives and implications involved in marriage.

- The material was interesting for myself as well as the girls.

Comments from group leaders regarding "Just For You"

- The information is essential.

- This is the most important unit.

- This unit proves to be the most interesting of all they've done. They are still talking about it.

- Girls have asked if we can have discussions on this unit again.

- It was one of the most interesting units and I think it is very worthwhile toward the purpose of this program.

Comments from group leaders regarding "Food and You"

- They liked it. Some of them commented that they'll eat better after we finished.

- The girls understood the general ideas and liked the experiences.

- Very good unit. I felt at ease using it.

- They enjoyed it because they actually participated physically in it. Examples would be the "Miss Healthy" game, Nutrition Bee, etc.

- They were very interested in the Traditional Food Scramble and found the unit easy to understand.

Comments from group leaders regarding "Your Money"

- The materials were easy to use.

- The girls liked the case studies.

- The girls particularly liked the money game.

- The girls liked selecting a career and figuring a budget on the average salary earned for that career.

- In one group, most of the girls commented that they would like to put some money they've earned in the bank.

Comments from group leaders regarding "Alcoholism"

- It is important that this unit is included in the course!
- The shocking thing is we all know or had alcoholics in our life and family.
- It was a useful one for the girls because they see alcoholism every day. The explanation of it probably helps.
- A very interesting topic, something the girls asked for.

Comments from group leaders regarding "Coping with Parents"

- I think the unit really made the girls think.
- It was good for bringing about an understanding about parents.

Comments from group leaders regarding "Life Span Planning"

- A good unit.
- The girls enjoyed the unit.

Comments from group leaders regarding "Decision Making"

- They liked the unit fairly well. They seemed very interested in the worksheet for courses.
- The girls seemed to get more involved with the materials, and I was able to get the girls into discussions.
- The girls liked it.

Comments from group leaders regarding "Educational Opportunities"

- Generally good. The girls need to know what choices they have and this is a good unit for them.
- Their response was generally good and they seemed to understand the difference in the choices they had.
- I felt the materials were very stimulating. They brought out a lot of discussion and questions.
- Very good. Well put together. Easy to use.

Comments from group leaders regarding "Exploring Careers"

- It showed a lot of different careers they never knew about before and were eager to learn about.
- For this older group, I really liked doing the Help Wanted Ads and the Job Applications. I think the girls really learned some things from these two activities, things that would be difficult to get across otherwise.
- I think the girls felt that they learned things that would be valuable for them to know, even such a simple thing as filling out a job application.
- A few girls commented that they would have to work harder in school.
- I think it started the girls to thinking that if they want a career they have to start while they are in school.

Comments from group leaders regarding "Career Opportunities"

- The materials were easily used.
- The girls liked the unit.
- Really liked the activities developed in this unit for the 9 to 11-year-olds.
- The girls seemed to enjoy the activities. Especially that of drawing hats that people wear or use for different jobs. They came up with a couple of really nice ideas--including a crown that a king or queen would wear and a magic hat that a magician would use.